

insight Advanced Workbook answer key

Unit 1 Identity

Vocabulary

Who you are page 4

Exercise 1

- 1 jumped out of my skin
- 2 a bone of contention
- 3 close at hand
- 4 made no bones
- 5 is in my hands
- 6 skin and bones
- 7 go hand in hand
- 8 saved his skin

Exercise 2

- 1 shape
- 2 altered
- 3 enhanced
- 4 restores
- 5 evolve
- 6 reform
- 7 revert
- 8 progresses

Exercise 3

- 1 turned
- 2 chopping
- 3 goalposts
- 4 strides
- 5 upside
- 6 square
- 7 socks
- 8 gone

Exercise 4

- 1 bone of contention
- 2 have evolved
- 3 hand in hand
- 4 upside down
- 5 their own hands
- 6 can shape
- 7 close at hand
- 8 was determined

Exercise 5

Students' own answers

Grammar

Every object tells a story page 5

Exercise 1

- 1 've / have moved; Having lived
- 2 'd / had received; 've / have been wearing or 've / have worn
- 3 've / have never felt; have been
- 4 to have settled; hasn't found
- 5 to have identified; 'll / will have documented
- 6 Having inherited; haven't forgiven

Exercise 2

- 1 I've been trying to get a work permit for months, but I haven't managed it yet.
- 2 By next Christmas, we'll have left our old home and we'll have been living in New Zealand for a whole year.
- 3 We'd been planning to emigrate for ages, but now we've just decided to stay here.
- 4 You've been texting your friend all morning, and that's why you haven't finished your essay.
- 5 We've been tracing our long-lost relatives for years and I've already met some relations on my mother's side.

Exercise 3

- Rafa, Madrid** I've been wearing it I've worn it
Saskia, Holland Have passed it on to me Having passed it on to me
Chen, China I'm glad I hadn't ever lost it. I'm glad I've never lost it.
Jens, Belgium By the time I'm twenty-one, I'll hear all of them. By the time I'm twenty-one, I'll have heard all of them.
Agnes, Hungary Before he left, I haven't realized how close we are. Before he left, I hadn't realized how close we are.

Exercise 4

- 1 will have experienced
- 2 has been telling
- 3 Having married
- 4 has been
- 5 had died
- 6 has ... been teaching
- 7 have been donated
- 8 had ... worked
- 9 had been made
- 10 to have received

Exercise 5

Students' own answers

Listening, speaking and vocabulary

Outsiders page 6

Exercise 1

- 1 attachment; isolation
- 2 associations; loyalty
- 3 rapport; rejection
- 4 marginalization; disaffection

Exercise 2

- 1 alienate
- 2 exclusion
- 3 isolating
- 4 alienating
- 5 isolated
- 6 exclude

Exercise 3 3:01

The first two speakers are a teacher and a class rep. The purpose of the meeting is to discuss ways of improving community cohesion through school. The teacher wants to encourage the three reps to discuss their ideas so that the best ones can be implemented. The rep (Hanna) would like to persuade the people at the meeting that the idea of a food festival would be a good way to achieve community cohesion.

Audio script

Co-ordinator Welcome everyone. This afternoon we're going to listen to our three class reps, who have been looking at ways of improving community cohesion through school. Let's hear their ideas. Hanna, would you like to start?

Hanna So, I've been trying to work out how best to build a link between the different language communities in our area. We need to strengthen the rapport between the different communities and also create a feeling of attachment towards our school. And what goes hand in hand with everyday life and is common to all communities? Food! My idea would be to create a food festival, with each community represented by a signature dish. Having food as the overall theme would create immediate interest and would involve people from all groups and of different ages. Even people who struggle with English and those who are less able-bodied would be able to take part. I see the project being set up and run by volunteers drawn from school and from outside communities. We could get

sponsorship and donations from local businesses in return for publicity in the run-up to the festival and on the actual day.

Co-ordinator Thank you, Hanna. Now on to Asad with his proposal.

Asad Right, while I agree that food is an interesting idea, I would like to suggest that music and dance appeal to a broader age range. Having done some basic research into the communities we have on our doorstep, I can tell you that there are more than twenty languages spoken, each with a strong musical tradition. My proposal involves the school becoming the hub of a local musical community. This would start with a one-day festival but wouldn't end there. I see it evolving into an ongoing programme of events, using the school's instruments and facilities, but eventually being in the hands of the local people. One-off events are fine, but it's only by building an ongoing feeling of attachment that we can fight isolation. Thank you.

Co-ordinator Thank you for that, Asad. Now our final proposal is from Dan.

Dan In my research, I actually went to speak to some of the immigrant communities that are suffering marginalization. And the one thing that unifies them is language. Both a love of their own language and the need to progress in English. My proposal is to set up a 'language for life' programme. As with Asad's idea, this would launch with a special day, involving storytelling and poetry from each language community. But the key thing is that the programme will become a language and cultural resource for all local people. One of the obvious benefits is the age range of potential contributors. It can be rare for us to hear the voices of younger and older immigrants. With the help of their relations with better language skills – many of whom actually attend this school – we can gain a real insight into people's lives and the challenges they face.

Co-ordinator Thank you very much to our three class reps. I hope you'll agree that we've heard three very interesting and well-presented proposals. I'm now going to open up the meeting to everyone for questions and comments ...

Exercise 4  3•01

1 A, H 2 A, D 3 A 4 A, D 5 H 6 H 7 D

Exercise 5

- 1 will ... make / is ... going to make
 - 2 are ... going to do / will ... do
 - 3 'm seeing / 'm going to see
 - 4 does ... start
 - 5 're going to talk
 - 6 will be
 - 7 'll have recruited
 - 8 is going to be
 - 9 'll have been living
- Dan's scheme was selected.

Exercise 6

Students' own answers

Vocabulary and grammar

Post card  page 7

Exercise 1

- 1 The writers were emigrating from China to America.
- 2 They were on board a ship when they were writing.

Exercise 2

1 both 2 A 3 B 4 A 5 both 6 B 7 A 8 B

Exercise 3

- 1 took passage 2 sparing me the additional sorrow
- 3 stir my emotions 4 countenance 5 President Lincoln
- 6 the throat choked up 7 harsh 8 abuse, barbarities

Exercise 4

- 1 **personification:** –
- 2 **repetition:** There were words of... / There were many feelings, many tears...
- 3 **oxymoron:** –
- 4 **imagery:** I ate wind and tasted waves / ... a prisoner suffering in the wooden building? / Waves big as mountains
- 5 **rhetorical question:** How was I to know I would become a prisoner suffering in the wooden building?

Exercise 5  3•02

- 1 The poem presents a positive view of immigration. Whitman says that every man has a right to his place.
- 2 repetition: adds impact, makes the poem memorable.

Audio script

You, whoever you are!...

All you continentals of Asia, Africa, Europe, Australia, indifferent of place!

All you on the numberless islands of the archipelagos of the sea!

All you of centuries hence when you listen to me!

All you each and everywhere whom I specify not, but include just the same!

Health to you! good will to you all, from me and America sent!

Each of us is inevitable,

Each of us is limitless—each of us with his or her right upon the earth,

Each of us allow'd the eternal purports of the earth,

Each of us here as divinely as any is here.

Exercise 6

Students' own answers

Reading

Learn a new language, get a new soul  pages 8–9

Exercise 1

Students' own answers

Exercise 2

1 F 2 O 3 O 4 F 5 O 6 F

Exercise 3

1 b 2 d 3 c 4 d 5 a

Exercise 4

- 1 **courteous:** polite, especially in a way that shows respect
- 2 **grumpy:** bad-tempered
- 3 **bizarre:** very strange or unusual
- 4 **rigorous:** done carefully and with a lot of attention to detail, demanding that particular rules, processes, etc. are strictly followed
- 5 **anecdotal:** based on anecdotes and possibly not true or accurate
- 6 **erratic:** not happening at regular times; not following any plan or regular pattern; that you cannot rely on
- 7 **abrupt:** sudden and unexpected, often in an unpleasant way, speaking or acting in a way that seems unfriendly and rude; not taking time to say more than is necessary
- 8 **introverted:** more interested in your own thoughts and feelings than in spending time with other people

Exercise 5

Students' own answers

Writing

A letter to a newspaper page 10

Exercise 1

- 1 An online citizenship course was recently withdrawn due to ~~of~~ a number of mistakes in the factual content.
- 2 Certain countries have made their tests more challenging, which has ~~so~~ resulted in a lower pass rate.
- 3 In the spite of recent changes to the focus of the test, the pass rate continues to rise.
- 4 Such tests are worryingly flawed. What's ~~is~~ more, they do little more than create revenue for the government.
- 5 An underestimation of migration figures gave the rise to tougher border controls.
- 6 What could be more moving than to declare your loyalty to a country on ~~such~~ account of their offering you a home?
- 7 There is a need to assess language skills. In addition ~~to~~, candidates should show knowledge of culture and history.
- 8 Newcomers need to have an understanding of their host country. That ~~having~~ said, how this is tested is yet to be decided.

Sentences 4 and 6 express a clear point of view.

Exercise 2

(Possible answer)

The writer thinks that the citizenship test is worthwhile, but in need of some refinement in order to encourage social cohesion.

Exercise 3

- 1 Although 2 therefore 3 because of 4 Moreover,
- 5 lead to 6 Despite 7 owing to 8 Furthermore,
- 9 the effect of

Exercise 4

benefits; undoubtedly; a fair and practical system; more positive attitude; proven commitment; legitimate sense of pride and belonging; achieve; integrate more quickly and more fully

Unit 1 Progress check page 11

Exercise 1

The writer's purpose: why did they write the text?

The writer's opinion: what clues reveal their opinion?

Exercise 2

- a skin and bone b close at hand

Exercise 3

- a enhance b shape

Exercise 4

- a to have received
b Having caught
c will have finished / 'll have finished

Exercise 5

- a Emphasizes an action that has happened repeatedly in the past and that is still happening now.
b Emphasizes an action that took place in the past but is relevant now.

Exercise 6

- a isolation b attachment

Exercise 7

- a present continuous: a future event that is fixed because it is based on a schedule, calendar or timetable
b future perfect simple: an event that will be completed before a definite time in the future
c future continuous: an action that will be in progress at a definite time in the future

Exercise 8

nostalgia, isolation, rebellion

Exercise 9

- a imagery, oxymoron b repetition

Exercise 10

Please refer to Student's Book pages 12 and 13

Unit 2 Saints and sinners

Vocabulary

The bystander effect page 12

Exercise 1

- 1 Last night, in a classic case of bystander apathy, a woman was stabbed in a crowded supermarket, but nobody present in the shop did anything to stop the attack.
- 2 Concerned police officers, who fear for the woman's well-being, are seeking the young man responsible for the attack.
- 3 A police spokesperson said that a significant number of people witnessed the distressing event, but did nothing.
- 4 'It is one of the worst imaginable crimes,' she said. 'Society would be in deep trouble if we all behaved like this.'
- 5 'They acted as if it was nothing special,' she continued. 'This is not a proper way to behave.'

Exercise 2

- 1 buck the trend
- 2 follow their lead
- 3 go against the grain
- 4 spur someone into action
- 5 bow down to
- 6 bury their heads in the sand, turn a blind eye to
- 7 step up to the mark

Exercise 3

- 1 distraught
- 2 stumped
- 3 dazed
- 4 disorientated
- 5 befuddled

Exercise 4

- 1 baffled
- 2 bury
- 3 took
- 4 disorientated
- 5 overwhelming
- 6 flustered

Exercise 5

Students' own answers

Grammar

The first female detective page 13

Exercise 1

- 1 wouldn't have caught
- 2 was examining
- 3 was going to kill
- 4 had been lying
- 5 would address
- 6 would be blamed
- 7 had been shot

Exercise 2

- 1 I would prefer to read crime fiction than watch crime films. / I prefer reading crime fiction to watching crime films.
- 2 She wondered whether / if they were going to repeat what they had said in court.
- 3 As a child, I used to dress up and imagine that I was Sherlock Holmes.
- 4 If someone sues you because they tripped on the stairs in your house, could the case be heard in a civil court instead of a criminal court?
- 5 In the 1950s, female police officers were often treated with suspicion.
- 6 Who would have thought that years later she was going to join the police force herself?

Students' own answers

Exercise 3

- 1 had spent
- 2 had killed
- 3 was about to take
- 4 would continue
- 5 was serving
- 6 wouldn't fight
- 7 would have been shot
- 8 hadn't had
- 9 would spy
- 10 would stop
- 11 had won
- 12 would become / was to become

Exercise 4

Students' own answers

Listening, speaking and vocabulary

The blame game page 14

Exercise 1

- 1 indictment
- 2 conviction
- 3 plea
- 4 prosecution
- 5 penalty
- 6 defendant
- 7 testimony
- 8 acquittal

Exercise 2

- 1 remanded; released
- 2 implicated
- 3 convicted; exonerated
- 4 detained

Exercise 3

- 1 were forever
- 2 got
- 3 are continually
- 4 will
- 5 will / would
- 6 used to

Exercise 4 3-03

- 1 J
- 2 S
- 3 J
- 4 G
- 5 X

Audio script

Presenter Hello and welcome to *Point of View*, the weekly phone-in that really tries to get to the bottom of issues that concern us all. My studio guest is American attorney, James Shapiro. Welcome to the show, James.

James Hello. It's good to be here.

Presenter There have been calls recently for the introduction of a three strikes law, similar to the law which exists in California, and in other American states. James, could you tell us a little bit about how that works, and whether you think it's effective?

James Sure. Under the provisions of California's three strikes law, if a defendant is found guilty of a crime and given a prison sentence, then that sentence is doubled if it is the defendant's

second serious offence, and raised to a minimum of twenty-five years if it is his or her third offence.

Presenter So, if you commit arson or violent robbery, for example, three times, you could spend the next twenty-five years behind bars in California?

James That's right. Is it effective? As far as criminologists and legal experts are concerned, the jury's out on that one. Supporters point to the fact that, six years after the introduction of the law, the homicide count in Los Angeles was barely a third of what it had been prior to the law's enactment. But others argue that crime rates have dropped elsewhere, in parts of the country where the three strikes law isn't enforced. It'll be interesting to hear what your listeners' views are on this issue.

Presenter Absolutely. Our first caller is Susie on line one. Hi, Susie.

Susie Hi. Hello.

Presenter What do you think? Is it time for us to get tougher when we convict people?

Susie I'd say we're tough enough already. Our prisons are full to bursting, and locking people up for ridiculously long periods of time is counter-productive.

Presenter Counter-productive? In what way?

Susie Well, I was led to believe that prisons were places of reform. Harsh, punitive sentencing just turns criminals into victims. The Californian system doesn't give anyone a second chance. And I heard that some people are being sent to prison for life these days for committing minor offences, like possessing marijuana, or even stealing some change from a car.

Presenter Is that right, James? Are people getting life when they've committed relatively minor offences?

James Well, there is some truth in that. Or rather, there was. Before 2010, if you committed a minor third crime, like stealing from a car, and had previously committed two other more serious crimes, you could get a long-term sentence. But they changed the law in 2010. Your third offence has to be serious enough to justify a long sentence. Susie, though, has a point when she says that this is a law that risks filling up prisons. It has been estimated that getting on for \$20 billion has been added to California's prison budget as a result of the law, and overcrowding is a real dilemma for the state.

Presenter That's a lot of money. Let's hear what Greg has to say on line two. Hello Greg. Can you hear me?

Greg Yes. Hello.

Presenter What point do you want to make, Greg?

Greg Well, I just want to echo some of what Susie was saying really. Although I don't really go in for all that stuff about prison being some sort of self-help course – it's there to punish people, in my opinion – I do think that the sentence has to fit the crime. I don't see how ordinary, law-abiding people can have faith in the prosecution system if it's seen as unfair and vindictive. And I can't believe that life sentences for repeat offenders who haven't committed very serious crimes can do anything to improve public safety, either.

Presenter Some interesting points there – James?

James Absolutely. Greg's last point is well made. Although I can see why legislators have introduced this law, I think it is flawed. What you have to remember is that it was introduced back in 1994, in the wake of two particularly violent homicides, and there was a public demand then for tougher sentencing. But locking people away whose offences don't justify such severe treatment, is, as Greg says, not likely to make us any more secure.

Presenter OK. So, you for one think...

Exercise 5

Students' own answers

Vocabulary and grammar

The man from the West page 15

Exercise 1

- A 1
B 2

Exercise 2

- 1 lustrous, serene, immaculate, eager
- 2 battle, pull (himself) out, conquer, resurrect, pursue
- 3 degraded, unworthy, wrecked, base, desperate
- 4 tumbled, faltering

Exercise 3

Soapy has decided that it is time to change his life and become a kinder, better person. The verbs and adjectives contrast his current lifestyle and outlook with the positive future he wants.

Exercise 4

- 1 d 2 a 3 f 4 g 5 h 6 e
Students' own answers

Exercise 5

(Possible answers)

- 1 agree: 'The father was respectable and tight; a stern, upright collection-plate passer...'
- 2 agree: 'The kid was in the street, throwing rocks at a kitten'; 'The boy catches Bill neatly in the eye with a piece of brick.'
- 3 disagree: '"That will cost the old man an extra five hundred dollars," says Bill...'
- 4 agree: 'He viewed with swift horror the pit into which he had tumbled, the degraded days, unworthy desires, dead hopes, wrecked faculties and base motives that made up his existence.'

Exercise 6

Students' own answers

Reading

A real Good Samaritan pages 16–17

Exercise 1

Students' own answers

Exercise 2

- 1 D 2 A 3 C 4 F 5 B

Exercise 3

- 1 a 2 b 3 b 4 a 5 b 6 a 7 b 8 a

Exercise 4

- 1 fully-fledged
- 2 bubbling cauldron of emotions
- 3 dumbfounded
- 4 nip
- 5 hovel
- 6 nick
- 7 fumbled for
- 8 amply

Exercise 5

Students' own answers

Writing

A story page 18

Exercise 1

- 1 there – place and time
- 2 eventually – place and time
- 3 only – focus
- 4 impassively – manner
- 5 miraculously – manner
- 6 any longer – place and time
- 7 gently – manner

Exercise 2

- a 1 b 3 c 4

Exercise 3

Students' own answers

Unit 2 Progress check page 19

Exercise 1

The bystander effect: People assume someone else is either already helping or is better qualified to offer aid, or another person knows the person involved and has a greater obligation to help.

Exercise 2

- 1 noun + adjective; concerned: affected
- 2 adjective + noun; concerned: worried, feeling concerned

Exercise 3

- a **take the initiative:** use the power or opportunity to act and gain an advantage before other people do
- b **buck the trend:** change a general tendency in a positive way
- c **bow down to:** do what seems easiest under the circumstances

Exercise 4

Please refer to Student's Book pages 18 and 19

Exercise 5

- 1 c 2 d 3 b 4 a

Exercise 6

Logan was released with a complete acquittal. Logan filed a wrongful conviction lawsuit and was awarded over \$10 million in compensation.

Exercise 7

- 1 It will help you make sense of a speaker's point of view.
- 2 It encourages a more flexible mindset and a deeper understanding of the issues behind an argument or debate.

Exercise 8

- a plead b jeopardize c absolve

Exercise 9

Please refer to Student's Book page 21

Exercise 10

He had a pale, square-jawed face with keen eyes and a little white scar near his right eyebrow.

Exercise 11

creating mood and atmosphere, revealing character, foreshadowing events

Exercise 12

Please refer to Student's Book page 24

Exercise 13

Please refer to Student's Book pages 24 and 25

Unit 3 To have and have not

Vocabulary

A difficult life page 20

Exercise 1

1 ethos 2 forage 3 pipe dream 4 flat-pack
5 trappings 6 self-sufficient

Exercise 2

1 headline 2 stricken 3 means 4 out
5 away 6 strapped

Exercise 3

1 account 2 debit 3 party 4 order
5 premium 6 code

Exercise 4

1 trappings of 2 foraged for 3 beyond their means
4 struggling 5 frittered away 6 squandered on
7 strapped for 8 splash out

Exercise 5

Students' own answers

Grammar

Welcome to the jungle page 21

Exercise 1

- The problems faced by homeless people have been highlighted by recent research.
- A purpose-built hostel for homeless people is being planned by city architects.
- A significant number of hate crimes against homeless people were committed last year in the US.
- Improvements will be made to our provision of care for homeless people.
- More funds may be needed to deal with homelessness in the future.

Exercise 2

- range
- were found
- shouldn't be underestimated
- are not looked after
- live
- to reach
- have been helped
- have been brought
- can be provided
- is currently planned / is currently being planned

Exercise 3

- have your possessions stolen
- have / get their homes connected
- have / get the holes in the roofs of their houses fixed
- get hurt
- getting their stories heard
- have had their lives transformed
- had got involved
- get paid

Exercise 4

Students own answers

Listening, speaking and vocabulary

Tricks of the trade page 22

Exercise 1

1 launching 2 conducting 3 manipulating 4 set up
5 boost 6 gain 7 outstripping 8 making

Exercise 2

1 retail outlets 2 loss leaders 3 pop-up restaurants
4 point of sale display 5 branded merchandise
6 line of clothing

Exercise 3 3-04

1 T 2 T 3 F 4 F 5 F 6 T

Audio script

Presenter One of the great debates at the moment is whether children under sixteen should be exposed to advertising that is specifically targeted at them. Should advertisers be permitted to place commercials during children's TV programmes, for example? Here to debate the issues are Ruth Watt from the think tank ConsumerKids, and Terry Williams from the advertising agency Lloyd Pearson Lloyd. Welcome to the programme, both of you.

Ruth Hi.

Terry Hello.

Presenter Let's start with you, Ruth. Why are you opposed to advertising to kids?

Ruth Well, where to begin? There are so many reasons, and most of them are backed up by thorough academic research.

Presenter For example?

Ruth OK. Firstly, it's well-documented that children take advertising at face value. Up to the age of eight, kids are thought to be unable to identify the underlying persuasive intent of adverts, so they are incapable of making the kinds of judgments adults make. If a fast-food commercial tells them that their brand of food is best, they believe it. Indeed, in one experiment, three-to five-year-olds were asked to choose between two identical portions of food, one of which was covered in the wrapper of a well-known burger brand. Invariably, they said that the food in the branded wrapper tasted better, even when the food in question was carrots! Proof positive that advertising is so powerful that it can make kids believe anything.

Presenter Remarkable. And secondly?

Ruth Secondly, prolonged exposure to certain types of advertising can be very detrimental. We're influenced by beliefs and habits we learn in childhood. For instance, it has been claimed by some researchers that alcoholism in young adults in the US can be traced back to the level of exposure they had to advertisements for alcoholic products in their youth. Similarly, our taste for chocolate products and junk food may be linked to the way our choices have been manipulated early on in life. And that brings me to my final point. Children are children, not homeowners or breadwinners. They don't really need to buy anything, so why should huge multi-nationals be allowed to spend millions to target them as consumers?

Presenter So, Terry, is there any reason why we should advertise products to children?

Terry Hello. OK. Well, I have to say, a lot of what Ruth says makes sense. It can't be doubted that advertisers have a duty of care to young consumers, and it is also clear that the advertising of certain products should be restricted. Products that are

considered to be bad for your health, for example. However, there is another side to this argument. Kids live in the same universe as the rest of us, and, as they grow up, they have to make similar informed choices. It can be argued that exposing them to marketing and advertising at an early age allows them to develop a healthy cynicism towards the advertising industry. They learn to make choices, just like adults.

Presenter But shouldn't they be protected from having to make choices or having to become cynical?

Terry Well, I don't think so. As young consumers in a capitalist society, kids have a right to be told about the latest games and toys. They have a right to choose what they want and a right to be informed. It is assumed by many people that marketing and advertising are superfluous, but they're not. Without these industries, we wouldn't know what was out there, and we wouldn't have much in the way of choice. We live in a world of information in which children, just as much as adults, need to be informed, entertained and engaged. Advertising helps pay for all of that. It funds the TV programmes we watch, and the free websites we log on to. Think about it. Advertising plays a key role in helping provide young adults with things to do and things to buy.

Presenter OK. Well, there you have it...

Exercise 4

- 1 It is anticipated that the cost of advertising on TV will rise in the New Year.
- 2 The Culture Minister is rumoured to be keen to clamp down on inappropriate online advertising.
- 3 TV companies are known to be in talks with the government about the need to regulate advertising.
- 4 It is assumed that the government will take action to ban commercials on children's TV.
- 5 TV viewing figures are claimed to be falling following a / the ban on commercials.

Exercise 5

Students' own answers

Vocabulary and grammar

Rise and fall page 23

Exercise 1

- 1 b 2 c 3 a 4 b 5 c 6 a

Exercise 2

- 1 C 2 A 3 B 4 D

Exercise 3

- 1 significant
- 2 volatile
- 3 moderate
- 4 sharp
- 5 stable
- 6 fluctuating

Exercise 4

- 1 sharp 2 slumps 3 plummet 4 soared
5 fluctuating 6 stable

Exercise 5

Students' own answers

Reading

The Road to Wigan Pier pages 24–25

Exercise 1

- 1 b 2 b 3 a

Exercise 2

- 1 T 2 NG 3 NG 4 T 5 T 6 F 7 T 8 F

Exercise 3

- 1a Orwell is addressing his reader and society in general when he says 'You'.
b By 'them' he means the working class poor.
c He thinks we have duty to remember that the working class poor exist and to acknowledge how wretched their lives are.
- 2a By 'them', Orwell means the working class poor.
b By 'us' he means the rest of society.
c He is challenging the idea that the poor can bear the terrible conditions in which they live better than other people because they don't know any better and they are used to their lot.

Exercise 4

- 1 labyrinthine 2 foul; vile 3 desolate 4 futile
5 stagnant 6 clumsy 7 slimy

Exercise 5

- 1 futile 2 desolate 3 slimy 4 stagnant
5 clumsy 6 labyrinthine

Exercise 6

Students own answers

Writing

An article page 26

Exercise 1

- 1 cause 2 Bringing 3 resulted 4 led 5 account

Exercise 2

- 1 3 2 2 3 1, 3 4 2 5 1, 2

Exercise 3

- 1 result 2 Triggered 3 given 4 led 5 arisen
6 attributed

Unit 3 Progress check page 27

Exercise 1

He understood the importance of money, but he also saw that people spend a lot of money on things they don't always need. People don't consider how things are produced and how they damage the environment.

Exercise 2

Please refer to Student's Book page 30

Exercise 3

- a **fritter away**: waste money
b **be strapped for cash**: not have enough money
c **be poverty-stricken**: be very poor

Exercise 4

Please refer to Student's Book page 32

Exercise 5

Please refer to Student's Book page 34

Exercise 6
boost

Exercise 7
It was claimed (by the manufacturers) that the product had been thoroughly tested.
The product was claimed to have been thoroughly tested.

Exercise 8
Please refer to Student's Book pages 36 and 37

Exercise 9
go up very fast: soar, rocket
go down very fast: tumble, plummet

Exercise 10
Please refer to Student's Book page 38

Exercise 11
1 about 2 to 3 for

Unit 4 Brainbox

Vocabulary

Mind over matter page 28

Exercise 1
1 scatterbrained 4 brainchild
2 pick your brains 5 brainwashed
3 brainwave 6 the brains behind

Exercise 2
1a reeled off; pull off
1b reciting; accomplish
2a has revolutionized; comprises
2b to turn (everything) around; make up
3a discern; resolve
3b cleared up; make out

Exercise 3
1 commemorates 2 reflect 3 reminisce
4 recollect 5 remind

Exercise 4
1 scatterbrained 5 carried out
2 brain-teasers 6 found out
3 memorize 7 accomplish
4 recall 8 get over

Exercise 5
Students' own answers

Grammar

A beautiful mind page 29

Exercise 1
1 d 2 c 3 b 4 a 5 c 6 b 7 a 8 d 9 b

Exercise 2
1 being called; to convince
2 drawing or painting; to have completed / to be completing
3 being startled; to be visiting; having seen

Exercise 3
1 not yet having found 5 to be hooked up
2 having experienced 6 being immersed
3 to be retrieved 7 to be reported
4 to have been based

Exercise 4
Students' own answers

Listening, speaking and vocabulary

What is intelligence? page 30

Exercise 1
1 agile; dexterous 4 deductive; methodical
2 sociable; intuitive 5 inquiring; observant
3 eloquent; articulate 6 introspective; self-aware

Exercise 2
1 ingenious 5 dexterous
2 modest 6 diligence
3 agility 7 aptitude
4 integrity 8 curious

Exercise 3  3-05
c

Audio script

Scott Hello everyone, and thank you for coming today. The main topic of our talk is the Opening Minds programme, which has been used in our school for the last year. It isn't going to be possible to deal with every aspect of the programme, but we hope to give you a feel for how it works. Particularly, we are looking at the area of key competences, and the role of the teacher and student. So let me introduce Melanie, who is going to highlight the key features of the Opening Minds curriculum.

Melanie Thank you. I'd like to start with a Chinese proverb, which I think underlines the thinking behind Opening Minds: 'Tell me and I'll forget; show me and I may remember; involve me and I'll understand.'

It's this emphasis on the ability to understand and do, rather than just the transmission of knowledge, that sets the Opening Minds curriculum apart. So let me specify how the curriculum works. We have five categories of what are called 'competences'. Broadly, these are capacities and behaviours that we feel are crucial for twenty-first century students. They fall into five key areas: learning, citizenship, relating to people, managing situations and managing information. Each of the five categories contains a number of individual competences, which are described in terms of student achievement. As an example, under the competences for learning, we would want students to display high levels of numeracy, literacy and spatial understanding, but also reasoning and creativity, positive motivation, and an awareness of different ways of learning. Of course, this is just an example. You can see a full overview of the competences on our handout. Now, this brings us to the roles of teacher and learner, so I'll hand back to Scott to talk about that.

Scott Thanks. So, in Opening Minds, the teaching of class subjects is much less rigid than in a traditional curriculum. What I mean by that is that we integrate several subjects together into modules or topics. This means competences can be developed by exploring common themes across subjects. So, the role of the teacher changes from teaching subject knowledge – history, geography, or whatever – to helping students develop a more holistic and coherent way of learning. This allows them to make connections and apply knowledge across different subject areas. As a case in point, I'd like to quote a colleague here: 'It's better when the subjects are together because it's applied to real life – to practical situations.'

And what about the learners themselves? They work with greater independence through a mixture of instruction and

practical experience. They are encouraged to plan their own work, organize their own time, and explore their own ways of learning.

Students have the opportunity to learn from their own research, from other students in their group and from activities outside school, as much as from the teacher. Recent activities at our school include group projects for a design and technology competition, a day of Spanish food, music and dance, and a programme of entertainment for the elderly residents of a care home.

So just to reiterate – we feel that a competence-based curriculum enables students not just to acquire knowledge of individual subjects, but to understand, use and apply it in their wider learning and daily life.

Finally, a few words from a report by the Office for Standards in Education, which illustrates the point: 'Students have very well-developed competences and learning skills. They are very cooperative yet independent learners, organize themselves well, and make decisions about their learning.'

Thank you for listening and we'd be delighted to take questions.

Exercise 4 3.05

1 T 2 F 3 T 4 T 5 F 6 T 7 F 8 T

Exercise 5 3.06

- 1 We could each give a reaction to the ideas in the talk, if you want to give a reaction.
- 2 There seemed to be a lot of competences. To be honest, I can't really remember how many competences.
- 3 And do the students discuss their work with one teacher and then with another teacher?
- 4 It's fine if it works well at the speakers' school but I don't imagine it would work here.
- 5 We switch across so many different subjects in an average day – I think too many subjects.
- 6 Of all the benefits the speakers described, that's the most important benefit.
- 7 I don't think we'll ever get to trial a syllabus like that here, but I would really like to trial a syllabus like that.
- 8 There must be a way of integrating all subjects into a test but I can't think of one way.

Audio script

Nick That was interesting. We could each give a reaction to the ideas in the talk, if you want to. Shall I start?

Rani Sure, Nick, go ahead.

Nick Well, I thought the whole idea sounded complicated. There seemed to be a lot of competences – to be honest, I can't really remember how many. How would the teachers coordinate everything? And do the students discuss their work with one teacher and then with another? Well, what if the teachers don't agree? I like the structure of a timetable for different subjects. And to me, it's the teacher's job to plan and check my work. It's fine if it works well at the speakers' school, but I don't imagine it would here. Paula, what do you think?

Paula Actually, I think it's a really intriguing idea. To be able to learn from general concepts and topics would help integrate learning. Think about it – we switch across so many different subjects in an average day – I think too many. Project work is a great way to learn and to make things more memorable. And who wouldn't want to have more control of their schoolwork? Of all the benefits the speakers described, that's the most important. I don't think we'll ever get to trial a syllabus like that here, but I would really like to. Come on, Rani, say you agree with me!

Rani Well, in principle it sounds great. There's always the problem of keeping students interested and this approach seems to get round that. But what about the teachers? You can't expect them to be an expert in physics *and* in literature. And how do you test in a system like this? There must be a way of integrating all subjects into a test but I can't think of one. It sounds interesting, but I'd need to be convinced about the practicalities.

Exercise 6

Students' own answers

Vocabulary and grammar

Mind your Ps and Qs page 31

Exercise 1

- 1 bilious
- 2 worship
- 3 brogue
- 4 gutter
- 5 jaw
- 6 upstart

Exercise 2

- 1 –; the; the 2 –; a; a; the 3 a; –; – 4 The; the; –; the 5 –; the; a; the; – 6 an; –; a

Exercise 3

- 1 A 2 The 3 a 4 the 5 a 6 the 7 the 8 the 9 the 10 – 11 a 12 the 13 a 14 the 15 the 16 a 17 – 18 – 19 – 20 – 21 the

Exercise 4

Students' own answers

Reading

Let's hear it for accents pages 32–33

Exercise 1 3.07

Speaker 1: d

Speaker 2: a

Speaker 3: b

Speaker 4: e

Speaker 5: c

Audio script

Dean My name's Dean and I'm Scouse born and bred. You can't beat the Scousers – best people in the world.

Les My name's Les and I'm Brizzle born and bred. You can't beat people from Brizzle – best in the world.

Lewis My name's Lewis and I'm Glesca born and bred. You cannae beat people from Glesca – best in the world.

Frankie My name's Frankie and I'm Geordie born and bred. You cannot beat the Geordies – best people in the world.

Nigel My name's Nigel and I'm Brummie born and bred. You can't beat the Brummies – best people in the world.

Exercise 2

- 1 E, F 2 F, G, H, I 3 A, C, J 4 J 5 B, C 6 D, G, H

Exercise 3

- 1 b 2 a 3 b 4 a 5 a 6 b

Exercise 4

- 1 c 2 a 3 c 4 c 5 b 6 a 7 c 8 a

Exercise 5

- 1 pass himself off
- 2 stands out
- 3 tell apart
- 4 jeered at
- 5 missed out on
- 6 stick to
- 7 tone down
- 8 held back

Exercise 6

Students' own answers

Writing

A for and against essay page 34

Exercise 1

- 1 analogous
- 2 interchangeable
- 3 disparate
- 4 homogeneity
- 5 divergence

Exercise 2

- 1 is the same as
- 2 weren't better
- 3 bigger and bigger
- 4 the most popular

Exercise 3

Student's own answers

Exercise 4

- 1 'highflyers from the no-hopers'
- 2 'get the right mix'
- 3 'dream on than dream team'
- 4 'put a gloss'
- 5 'one size fits all'
- 6 'the whole picture'

Students' own answers

Unit 4 Progress check page 35

Exercise 1

Please refer to Student's Book pages 42 and 43

Exercise 2

- brainchild:** an idea or invention which is considered to be a particular person's creation
- brainwash:** pressurize someone into adopting radically different beliefs by using systematic and often forcible means
- brainwave:** a sudden clever idea

Exercise 3

- a recite
- b transmit
- c impede

Exercise 4

- a arguing
- b staring

Exercise 5

to have found

Exercise 6

- a That brings me to ... – a new topic
- b According to ... – examples/quotations
- c I'd like to highlight – a key point

Exercise 7

- a agile, dexterous
- b articulate, eloquent

Exercise 8

- a I haven't finished the essay yet. Have you finished yours?
- b Someone told me they were splitting up, but I can't remember who told me.

Exercise 9

The gentleman says that he could improve her English in order to get her a better job.

Exercise 10

ways of speaking

Exercise 11

a ; – ; the

Exercise 12

- a accurate, appropriate
- b have a break / respite
- c implausible

Exercise 13

- a contradictory – contradiction (difference)
- b corresponding – correspondence (similarity)
- c homogeneous – homogeneity (similarity)

Unit 5 Journeys

Vocabulary

Alternative journeys page 36

Exercise 1

- 1 on
- 2 down
- 3 of
- 4 off
- 5 into
- 6 on

Exercise 2

- 1 pull up
- 2 advance
- 3 chug
- 4 stroll
- 5 creep
- 6 hurtle

Exercise 3

- 1 written off
- 2 shattered
- 3 swerve
- 4 jack-knifed
- 5 collided
- 6 overshot

Exercise 4

- 1 strolled
- 2 chugged
- 3 prowled
- 4 creep
- 5 pulled up
- 6 hurtled

Exercise 5

Students' own answers

Grammar

Get up and go page 37

Exercise 1

- 1 It was in 1719 that Daniel Defoe's novel *Robinson Crusoe* was first published.
- 2 What the novel marked was the beginning of realistic fiction as a literary genre. / What the novel did was mark the beginning of realistic fiction as a literary genre.
- 3 The real-life person who / that the character of Crusoe was based on was Alexander Selkirk.
- 4 The reason why Selkirk was an inspiration was because he had survived four years alone on a Pacific island.
- 5 The place where Crusoe is shipwrecked is a Pacific island.
- 6 All Crusoe wants is companionship during his long, lonely ordeal.

Exercise 2

- 1 José / he didn't know was that he was about to spend the next thirteen months at sea
- 2 was then that the fisherman's ordeal began
- 3 was two locals who found him lying on the beach / was on the beach where two locals found him lying
- 4 they could do was alert the authorities
- 5 José had landed was over 9,000 km from home
- 6 was that nobody really believed his story

Exercise 3

- 1 What the narrator, Pi, does is share a boat with a hungry tiger for 227 days.
- 2 The truth is that, left alone, a group of boys will become uncivilized.
- 3 All the sailor does is kill an albatross, but he is cursed as a result.
- 4 Fascinating as / though 16th-century Japan is, Dutchman Jacob de Zoet fears being trapped there.
- 5 It was a global catastrophe that / which destroyed normal life and left a father and son alone in a ruined landscape.
- 6 Hard as / though it is to believe, the family members decide to stay on their desert island when help eventually arrives.

Exercise 4

Students' own answers

Listening, speaking and vocabulary

A one-way ticket page 38

Exercise 1

- 1 notable
- 2 historic
- 3 technical
- 4 economical
- 5 definite
- 6 compulsory
- 7 alternate

Exercise 2 3:08

- 1, 2, 4, 6, 7

Audio script

Presenter The next question for our panel on *Science Hour* is from Graham in Somerset. He asks, 'What would happen if I drilled a tunnel through the centre of the Earth and jumped into it?' Professor Horner, I think this is a question for you.

Horner Hmm, yes, well, it's an interesting question, but a hypothetical one, of course. Even if we had the technology to drill the hole, anyone who jumped into it would be well and truly cooked by the time they came out on the other side.

Presenter That's disappointing, though hardly surprising, I have to say. What exactly are the challenges?

Horner Well, the journey through the middle of the planet is almost 13,000 km long, through tens of kilometres of rock called the continental crust, then almost 3,000 km of even harder rock called the mantle, and through the core of the Earth, which is largely made up of liquid iron.

Presenter Ah, I'm beginning to see the problem. No wonder we haven't dug a tunnel yet!

Horner Indeed. By far the deepest tunnel anywhere in the world only goes down about thirteen kilometres. So, we've got a long way to go before we can even contemplate getting to the core. Even at thirteen kilometres down, the temperature is almost 200 °C, and the rock has the consistency of plastic. No matter what material we make our drills from, they'll melt at those kinds of temperatures.

Presenter OK. Imagine we invented a drill that could make our hole through the Earth, and Graham jumped in. What are his chances?

Horner Well, as I've already said, not great. Zero, in fact. Without doubt, the effects of gravity mean that Graham would pass through the tunnel at a heck of a pace. Scientists reckon that by the time he gets to the core, he'll be doing almost 30,000 km/s. By the time he gets to the other end though, he'll have slowed down to the point where he'll probably stop in mid-air for a moment before hurtling back ever so quickly through the tunnel

in the direction he's just come from. Unless someone catches him he'll end up back where he started.

Presenter Oh dear, poor Graham.

Horner Gravity isn't the worst of Graham's problems, though. The atmospheric pressure at the Earth's core is staggering – really staggering. It's millions of times greater than at the bottom of the deepest sea. And the temperatures are ridiculous. The core is over 5,000 °C, which makes it as hot as the Sun.

Presenter I'm really starting to worry about Graham.

Horner Yes, he'd end up not just cooked, but crushed or pulled into very small pieces. If I were Graham, I'd think of a different way of getting to Australia for my holidays.

Exercise 3 3:08

- 1 well and truly
- 2 No wonder
- 3 By far
- 4 No matter what
- 5 Without doubt
- 6 ever so
- 7 not just

Exercise 4

Students' own answers

Vocabulary and grammar

Historical journeys page 39

Exercise 1

- 1 backdrop
- 2 downfall
- 3 upbringing
- 4 setback
- 5 outlook
- 6 uprising
- 7 crackdown
- 8 outcome

Exercise 2

- 1 c
- 2 c
- 3 a
- 4 b
- 5 b

Exercise 3

- 1 No sooner had Stanley arrived in Zanzibar than he began his preparations.
- 2 What he wanted was to head through the tropical forest to Lake Tanganyika as soon as possible.
- 3 Not only did he outfit his expedition with the best possible equipment, but he also and hired 200 African porters to carry it.
- 4 Hardly had the expedition set off than many porters died or deserted because of the prevalence of malaria in the forest.
- 5 So dense was the forest that it took months to reach the lake.
- 6 There stood Livingstone by the lake.
- 7 It was then that Stanley greeted him.
- 8 What he is supposed to have famously said is 'Dr Livingstone, I presume.'

Exercise 4

Students' own answers

Reading

A voyage to the edge of the galaxy pages 40–41

Exercise 1

- 1 T
- 2 F
- 3 F
- 4 T
- 5 T

Exercise 2

- 1 B
- 2 F
- 3 D
- 4 A
- 5 C

Exercise 3

1 laughable 2 implausible 3 undesirable
4 perceptible 5 venerable 6 intangible

Exercise 4

1 venerable 2 undesirable 3 implausible
4 perceptible 5 intangible

Exercise 5

Students' own answers

Writing

A formal letter page 42

Exercise 1

1 utter 2 complete 3 entire 4 sole 5 total
6 major 7 specific 8 extreme

Exercise 2

1 find a resolution to
2 receipt of
3 express / make a complaint
4 compensation
5 my expectations
6 have the responsibility to provide

Exercise 3

A 3 B 5 C 1 D 6 E 4 F 2

Unit 5 Progress check page 43

Exercise 1

Technology is as yet unable to reproduce all five of the senses, so you can't smell or touch in the same way when going on a virtual journey.

Exercise 2

Use your own knowledge about the topic; look for contextual clues around the word or phrase.

Exercise 3

a track b way

Exercise 4

chug, hurtle, pull up

Exercise 5

a What Captain Phillips did was (to) negotiate with the pirates.
b It was Captain Phillips who negotiated with the pirates.

Exercise 6

David Whitehouse is concerned about the colonists' physical and mental health, technical problems with the equipment, and the astronomical cost of the mission.

Exercise 7

a **alternate**: if something happens on alternate days, nights, etc. it happens on one day, etc. but not on the next
alternative: a thing that you can choose to do or have out of two or more possibilities
b **economic**: connected with the trade, industry and development of wealth of a country, an area of a society
economical: providing good service or value in relation to the amount of time or money spent; using no more of something than is necessary

Exercise 8

Please refer to Student's Book page 61

Exercise 9

One third of the settlers undertook the journey for religious reasons after suffering persecution in England.

Exercise 10

a Only when he left / had left did we breathe a sigh of relief.
b Such was her interest in biology that she decided to study the subject.

Exercise 11

washout, uprising, let-down, upbringing

Exercise 12

Please refer to Student's Book page 64

Exercise 13

1 utter / total 2 entire / complete

Unit 6 Love thy neighbour

Vocabulary

Love is ... page 44

Exercise 1

1 all-consuming passion 2 rose-tinted glasses
3 hotly disputed claim 4 much-respected person
5 seven-year itch 6 long-lasting relationship

Exercise 2

1 amity; narcissism 2 euphoria; mania
3 infatuation; devotion 4 loyalty; compromise

Exercise 3

1 level-headed
2 wear your heart on your sleeve
3 didn't have the heart to
4 take his comments / what he said to heart
5 has an old head on young shoulders

Exercise 4

1 c 2 a 3 c 4 b 5 b 6 a 7 c 8 a

Exercise 5

Students' own answers

Grammar

Happily ever after page 45

Exercise 1

1 won't be able to
2 would never have downloaded
3 gets through
4 wouldn't produce
5 hadn't written
6 see love

Exercise 2

1 could have been
2 would be
3 suggested
4 would ... have watched
5 had written

Exercise 3

- 1 Unless you ask her out
- 2 But for
- 3 Should you see Amy
- 4 No matter how hard I try
- 5 Supposing you hadn't gone
- 6 provided that you don't

Exercise 4

- 1 know
- 2 would have been
- 3 had
- 4 no matter what
- 5 Supposing
- 6 Were
- 7 wouldn't
- 8 unless
- 9 provided that
- 10 offered
- 11 symbolized
- 12 wanted
- 13 is
- 14 want

Exercise 5

Students' own answers

Listening, speaking and vocabulary

The boomerangs page 46

Exercise 1

- 1 get on like a house on fire
- 2 live in each other's pockets
- 3 have me to lean on
- 4 get on each other's nerves
- 5 wrap my parents round her little finger
- 6 have a soft spot for her

Exercise 2

- 1 mortgage; deposit
- 2 letting agent; landlord
- 3 estate agent; contract
- 4 lease; rent
- 5 tenants; notice

Exercise 3 3:09

to help students find an appropriate housemate

Audio script

Tom Now on Campus FM we address the perennial problem of accommodation: specifically, how to choose a housemate. We'll be showing you how to get on like a house on fire, rather than get on each other's nerves. My guests today are Nicky Harper, who's about to start her second year, and Leo McDonagh, writer of the blog 'Surviving Student Life'. Nicky, as a relative novice to the potential pitfalls of student accommodation, can I start with you?

...

Tom Nicky, can I start with you?

Nicky Sure. Well, at the start of everything, I guess I was pretty naïve. I thought I'd sooner live with some people on the same course – just because we'd all have something in common. If I'd thought about it, I'd have realized that it was a big mistake. Why would you necessarily hit it off with someone just because they're studying the same thing?

Tom So what actually happened?

Nicky Where do I start? All of us being on the same course made for a very competitive atmosphere. There was one very controlling person. As soon as two of us started to build a friendship, she would try and drive a wedge between us. And then there was all the practical stuff. We had no clue about sharing the bills and even paying for the basics like cleaning supplies. Things got really fractious at times. But I really wish I'd been more careful with the legal side of things. Mine was the last vacant room and so we were under pressure from the landlord to get everything signed. I thought I'd understood

the lease, but imagine how I felt when I realized I'd signed a 12-month contract. That meant I would be paying for my room over the summer even when I wasn't there.

Tom Ouch! I bet that was a shock. So, Leo, does this ring any bells?

Leo Absolutely! In my first term at uni, if someone smiled at me, I was ready to move in with them there and then! But house-shares don't have to be nightmarish if you follow a few golden rules:

Firstly, don't leave it till the last minute. As with most things in life, the best of what's on offer disappears fast.

Secondly, be self-aware – if you're a gregarious person, pairing up with a studious introvert could be a recipe for disaster.

Thirdly, think about numbers. Would you be better in a smaller household or happy in a more sizeable group?

Whatever you decide is best for you, plan and check everything. Make sure all the sharers – not just you – are clear about the terms of the tenancy and the rent: how much, when it's due, and the arrangements for the deposit.

Then set some rules – don't rely on your housemates' better nature when it comes to sharing food, cleaning, and stopover guests.

Decide if you are going to eat together. This can be a great way of bonding in the early stages, but everybody has to sign up for buying and preparing the meals.

And a cleaning rota is a must if you're going to avoid living in a health hazard! Don't forget to set up a joint fund to pay for the cleaning stuff.

And last but not least is guests. There is always at least one person who wants to keep an open house. Even one extra person staying over puts a strain on the household budget. So, if you have regular stopovers, it's fair to ask them to chip in for food, light and heating.

Remember: sharing a liking for the same sort of music or sport, or coming from the same town isn't the way to select your ideal housemate.

Tom Sound advice from Leo. We'll break now for some music and ...

Exercise 4 3:09

1 F 2 T 3 NG 4 T 5 F 6 F

Exercise 5

- 1 high time I got
- 2 imagine it wouldn't work
- 3 be better to get
- 4 sooner be
- 5 rather than share
- 6 as if he owned
- 7 wish I'd realized
- 8 if I were
- 9 If only I didn't have to

Exercise 6

Students' own answers

Vocabulary and grammar

The ties that bind page 47

Exercise 1

- 1 drum up support for
- 2 routed the enemy
- 3 pledge alliance
- 4 betray the cause
- 5 sacked the monastery
- 6 waged war
- 7 triggered a revolt
- 8 rallied the troops

Exercise 2

- 1 trigger a revolt
 - 2 sack monastery
 - 3 wage war
 - 4 rout the enemy
 - 5 rallies the troops
- 1 a 2 c 3 e 4 d 5 b

Exercise 3

- 1 if / if and when 2 What if 3 If not 4 even if
5 as if 6 only if

Exercise 4

- 1 If not 6 rallies the troops
2 betrayed the cause 7 trigger a revolt
3 as if 8 even if
4 been waging war 9 If only
5 drum up support 10 What if

Exercise 5

Students' own answers

Reading

How deep is your love? pages 48–49

Exercise 1

Students' own answers

Exercise 2

- 1 The people are King Edward VIII and his wife Wallis.
2 The brooch is symbolic of their love and the bond between them.

Exercise 3

- 1 c 2 b 3 d 4 c 5 b 6 c

Exercise 4

- decide your fate
acquire a reputation
hold an appeal
spark a storm
be the making of you
regain your status
forge an identity
immerse yourself in something

Exercise 5

- 1 hold ... appeal
2 has ... regained his status
3 decide your fate
4 be the making of you
5 sparked a storm
6 forged an identity
7 have / 've been immersing myself
8 acquire a reputation

Exercise 6

Students' own answers

Writing

An opinion essay page 50

Exercise 1

- 1 f – reason 2 b – time 3 d – condition 4 h – contrast
5 a – reported speech 6 g – relative 7 c – purpose
8 e – result

Exercise 2

- 1 b 2 c 3 a

Exercise 3

No, he / she doesn't.

Exercise 4

- 1 which 2 when 3 Although / While / Though 4 who
5 that 6 however 7 because / as / since 8 unless

- 9 (in order) to 10 so / therefore 11 why 12 if
13 who 14 before

Unit 6 Progress check page 51

Exercise 1

Please refer to Student's Book pages 68 and 69

Exercise 2

- a movie / story / factor b subject / theory / claim

Exercise 3

- a infatuation b compromise

Exercise 4

- a wouldn't be b never have met

Exercise 5

- a Were it b Should you

Exercise 6

- a spot b be

Exercise 7

Don't leave it until the last minute / be self-aware / think about numbers / plan and check everything / set some rules / decide if you are going to eat together / set up a cleaning rota

Exercise 8

- a It's high time you found your own place
b She talks as if only she knows everything

Exercise 9

He committed himself to waging a war against the English.

Exercise 10

- a wage b drum up

Exercise 11

- a What if b if / if and when

Exercise 12

- a I signed the contract, despite not having enough money for the deposit.
b I joined a book club, which means I need to finish this novel by Friday.

Unit 7 Is it art?

Vocabulary

The treachery of images page 52

Exercise 1

- 1 intriguing 2 whimsical 3 unobtrusive
4 highbrow 5 impenetrable 6 repellent
7 primitive 8 provocative

Exercise 2

- 1 off on the wrong foot; barking ... the wrong tree
2 hit ... on the head; spot
3 backing the wrong; swallow your
4 the right note; fell wide of the

Exercise 3

- 1 canvas; brush strokes
2 genres; perspective
3 silhouettes; themes
4 medium; motifs

Exercise 4

- 1 medium 2 intriguing 3 captivating 4 intellectual
5 themes 6 falls wide of the mark

Exercise 5

Students' own answers

Grammar

Undercover art page 53

Exercise 1

- 1 The Munch must be a fake.
2 This studio can produce work that is both whimsical and captivating.
3 The portrait should reach its asking price at auction.
4 Banksy can't be working alone.
5 This may be their best album to date.
6 The sculptures could be sold to a private buyer.

Exercise 2

- 1 must 2 might 3 can't 4 should
5 can't 6 may be looking 7 could
8 can be portrayed 9 must

Exercise 3

- 1 won't have been
2 could / might have been done
3 can't / couldn't have been expecting
4 might / may not have been found
5 will have taken

Exercise 4

- 1 couldn't have known 2 must have feared
3 might have been changed 4 must have come
5 might have thought 6 should have been

Exercise 5

Student's own answers

Listening, speaking and vocabulary

Don't stop the music! page 54

Exercise 1

- 1 thundering; ethereal 2 surging; lilting
3 brisk; frenetic 4 menacing; soothing
5 catchy; jaunty 6 soppy; raucous

Exercise 2 3-10

3

Audio script

Zoe ... we said we'd do a feature for the website on apps for art and music lovers, so shall we start with what's new in music?

Tim Sure.

Donna OK, Zoe.

Zoe Right, so I came across an app called AllYourScores.

Tim I would have thought that was for the latest sports updates.

Zoe Sounds like that, but it's actually quite cool. Instead of having to carry around masses of paper, you can upload all your sheet music and access it wherever you need to play.

Donna So, it's like a library of symphonies and stuff?

Zoe Yes, but more than that, and not just classical music. You can record and review your performance, and add annotations of your own – about the tone or speed – to help you improve. It's bound to appeal to people who play music for a living ... you know, when you need a folk tune one moment, and a piece of film music the next.

Tim Sounds good. The one I looked at is very different. MyMusic is a way of getting into music theory but in a fun way. You learn, step by step, how to build notes into simple tunes.

Zoe That's more likely one for kids, I think.

Tim Actually, Zoe, it builds into quite a sophisticated tool and it looks quite grown-up.

Donna Definitely one for me then – I never could get my head round how you make music from all those dots! Right, so the app I found brings music and images together. SoundandVision matches music and images to your mood.

Tim Sorry, Donna, how does that work?

Donna So, let's say you are feeling stressed and you need something soothing. You just select a mood from the menu and the app pulls together some lovely mellow sounds for your ears and enchanting images for your eyes. Tim, you could even get the perfect images to go with that raucous heavy metal you listen to!

Tim I don't just listen to heavy metal, that's a myth!

Donna And, better still, if you're a talented artist or musician yourself, you can upload your own work to add to the options. I'm plumping for SoundandVision getting the biggest number of downloads on the all-users list.

Zoe Great, now for the art-related apps, there's a free one called HandandEye. It's pretty basic, with fairly primitive graphics, but it takes the fear out of putting finger to screen and aims to get people started. I liked the grid function, which divides up the screen and helps the user build up the image. There's no way an experienced artist would bother with this, but good for getting going. Donna?

Donna Well, I looked at WorkofArt. This is quite niche in a way – it's a type of portfolio app where the user can bring together all their work, information on exhibitions and reviews. But it's more than just a series of images, which can be a bit conventional. The user can organize their works in different ways and also highlight their inspirations and techniques.

Tim So, there's no way that would work for a general user.

Donna I don't think so – but there are lots of other ways for people who like drawing to share their work. So, what's yours, Tim?

Tim This is more about art appreciation for the everyday person. It's called GetArtSmart and consists of one hundred of the most-viewed images in the world. There are short descriptions of each image and a biography of the artist. Nothing too highbrow here – we don't get an in-depth analysis of brush strokes or palettes. But if you fancy a world tour of art from your armchair, it's fine.

Exercise 3 3-10

- 1 c, f 2 e, a 3 b, d

Exercise 4

- 1 bound 2 would have thought
3 there's no way 4 plumping for 5 all probability
6 hazarding a guess 7 more than likely

Exercise 5

Students' own answers

Vocabulary and grammar

Art and fame page 55

Exercise 1

- 1 post-industrial 5 subculture
2 underestimated 6 anti-establishment
3 predestined 7 superimposed
4 monochrome 8 foresight

Exercise 2

1 coming 2 block 3 up the wall 4 ceiling 5 lay
6 doors 7 roof

Exercise 3

1 b 2 a 3 a 4 c 5 b 6 b

Exercise 4

1 could have predicted 5 didn't need to wait
2 was supposed to be 6 couldn't be relocated
3 couldn't believe 7 wouldn't function
4 had to respond 8 should be removed

Exercise 5

Students' own answers

Reading

Just can't get it out of my head pages 56–57

Exercise 1

1 d 2 b

Exercise 2

1 H 2 F 3 C 4 E 5 B 6 G 7 A

Exercise 3

1 D 2 R 3 V 4 V 5 R 6 D

Exercise 4

1 cognitive itch
2 a never-ending loop
3 went down a line of dominoes
4 a nagging question

Exercise 5

1 encoded 2 cognitive 3 lodged 4 reinforcing
5 exposure to 6 intrusive

Exercise 6

Students own answers

Writing

A review page 58

Exercise 1

2 utterly miserable 3 surprisingly spacious
4 vitally important 5 heavily subsidized
6 completely overrated 7 widely believed
8 deeply hurt

Exercise 2

The writer saw the exhibition *Henri Matisse: The Cut-Outs* at the Tate Modern, and really enjoyed it.

Exercise 3

1 originally dismissed 5 brilliantly judged
2 eagerly awaited 6 virtually impossible
3 daringly different 7 effectively displayed
4 deceptively simple 8 beautifully curated

Exercise 4

Student's own answers

Unit 7 Progress check page 59

Exercise 1

Please refer to Student's Book pages 82 and 83

Exercise 2

a uninspiring / intriguing b highbrow / lowbrow

Exercise 3

mark

Exercise 4

Please refer to Student's Book page 85

Exercise 5

a It took a long time to finish the sculpture. (because *must have* is used)
b It didn't take a long time to finish the sculpture. (because *can't have* is used)

Exercise 6

Music with a fast beat is frenetic, music that might relax you is mellow.

Exercise 7

Please refer to Student's Book page 87

Exercise 8

use of unusual shapes and forms

Exercise 9

a pre- b pro- c multi- d sub-

Exercise 10

a **we could build an extension:** speculation
we were able to build an extension: specific activity completed in the past
b **we didn't need to rework the design:** we didn't rework the design because it wasn't necessary
we needn't have reworked the design: we reworked the design and it wasn't necessary

Exercise 11

a as ... as b like

Exercise 12

a brilliantly b highly

Unit 8 Problems and solutions

Vocabulary

Rise of the megacities page 60

Exercise 1

1 congested thoroughfare 2 slum tenements
3 standalone building 4 city dwellers
5 sewage system 6 urban infrastructure

Exercise 2

1 c 2 d 3 b 4 e 5 a 6 f

Exercise 3

1 crisis 2 panacea 3 plight 4 tackle 5 alleviate

Exercise 4

1 urban infrastructure
2 congested thoroughfares
3 acute
4 sewage system
5 stark
6 city dwellers
7 impoverished
8 squalid
9 pitfalls

Exercise 5

Students' own answers

Grammar

From global to local page 61

Exercise 1

1 a 2 a 3 b 4 b 5 b 6 a 7 a 8 a

Exercise 2

- 1 Martin refused to accept that there was nothing they could do about the situation.
- 2 Harriet wondered if / whether the council had plans in place to compensate residents.
- 3 Sara predicted that their quality of life would be undermined if the plan went ahead.
- 4 Simon blamed previous councils for consistently failing / having failed to build proper access roads.
- 5 Liam requested that the council take measures to limit noise pollution.
- 6 Judith suggested taking / that they should take their protest to parliament.

Exercise 3

- 1 Harry Slade pointed out that rush hour traffic through the town is / was a real nuisance. He warned that it is / was affecting the health of their children as well as their quality of life. He suggested starting / that they should start car clubs in and around the town. He explained that that would involve drivers taking it in turns to drive a car full of passengers to work. He wondered why that hadn't been tried before.
- 2 Maureen Pottle insisted that they are / were using up far too many fossil fuels. She urged them to take action / recommended taking action / that they should take action in their town to change things. She recommended putting / that they should put solar panels on the roof of every building so that their town would be self-sufficient in energy. She blamed major energy companies for discouraging / having discouraged them from taking that sort of action in the past. She urged them to take the matter into their own hands.
- 3 Dan Worth wondered why there aren't / weren't any green spaces in their town. He informed them that living among glass and concrete causes / caused depression. He then asked why they didn't develop a community garden in the town centre. He stated that it would provide a place for people to relax and play and predicted (that) it would also improve the well-being of people in the town.

Exercise 4

Students' own answers

Listening, speaking and vocabulary

The dark side of light page 62

Exercise 1

1 arms 2 horns 3 brainer 4 water 5 teacup
6 uphill

Exercise 2 3•11

The Today Music Festival was cancelled two days before opening on safety grounds. Nine thousand people had bought tickets to see top bands at Castle King Park in Welfleet. Although organisers have promised to rearrange the festival, fans like Karen Hardy feel let down.

Audio script

Presenter An almighty row has broken out between organisers, fans and the local council after a major music festival was cancelled just days before it was due to start. Our reporter, Tom Holland, is on the line to tell us all about it. It sounds like quite a fiasco, Tom.

Tom Absolutely, Fiona. The Today Music Festival was set to take place in Welfleet's Castle King Park last weekend, but, just two days before the first band was to take the stage, the local council cancelled it on safety grounds. Nine thousand tickets had been sold and top bands had been booked, including indie rockers Looking for Love and popular boy band Go Ahead. So, you can imagine the outcry.

Presenter Thanks for that, Tom. Well, to debate the rights and wrongs, I have three guests with me in the studio: Melanie Crue, a spokesperson for Welfleet Borough Council, Danny Roach, one of the festival's organisers, and disappointed music fan, Karen Hardy. Melanie, why exactly did the council decide to pull the plug on this festival at such a late date?

Melanie Well, hello, and hello to your listeners. Thank you for giving me this opportunity to set matters straight. As you can imagine, this was not a decision we took lightly, but we really had no choice. There were serious health and safety issues which we simply couldn't ignore.

Presenter Be that as it may, the fact remains that you pulled the festival only forty-eight hours before it was due to begin.

Melanie I appreciate that. However, the organisers were given a substantial amount of time to arrange this event, and to put in place the safety measures required for a festival of this magnitude. We gave them as much time as we could. The organisers are at fault for failing to meet safety targets.

Presenter Danny Roach, the accusation is that you are to blame. You had plenty of time to meet the necessary safety criteria.

Danny That simply isn't the case. Our group has organised plenty of events of this nature in the past, and we have never had a problem before. The council failed to communicate what they required from us in the run-up to staging the festival, and then simply pulled the plug on us at the last minute.

Melanie That's not true, Danny. Safety guidelines were presented to you at the start of the organising process. It's your job to fulfil the guidelines. It was on police advice that we had to cancel the event.

Presenter OK. Let's hear from Karen. How has this fiasco affected you, Karen?

Karen It's been awful. Not just a real let-down, but I took a day off college and booked a really expensive train ticket to get to the festival. I think it was up to the organisers to get it right. They should have communicated with the fans better. I found out that the festival was cancelled on Facebook – the organisers didn't contact me or anything.

Presenter What do you want done about this, Karen?

Karen I want my money back, and I want compensation for the train ticket.

Presenter Danny?

Danny Well, I understand Karen's disappointment, but it really is the council that she should be angry with. I'm afraid it really is impossible for us to refund all the tickets, but, rest assured, we're going to rearrange the festival for later in the year, and all tickets will be valid for that.

Karen Not good enough. I might not be able to make the new dates. The organisers should be upfront about this. They should give everybody a full refund.

Danny I hear you, Karen, but, logistically, that's going to be really hard to do. Please keep hold of your ticket. We will rearrange the concert.

Presenter OK. We're going...

Exercise 3 3-11

1 b 2 c 3 b

Exercise 4

- 1 observation that they had given the organizers as much time as they could
- 2 comment was that the organizers were at fault for failing to meet safety targets
- 3 accusation was that they should have communicated with the fans better
- 4 excuse was that it really was impossible for them to refund all the tickets
- 5 demand was that they should give everybody a full refund

Exercise 5

Students own answers

Vocabulary and grammar

12 Years a Slave page 63

Exercise 1

1 c 2 e 3 a 4 f 5 d 6 b

Exercise 2

1 commence 2 assert 3 seize 4 fasten 5 yield
6 inflict 7 endeavour 8 desist

Exercise 3

- 1 human
- 2 anti-social
- 3 immigrants
- 4 inhumane
- 5 illicit
- 6 principle

Exercise 4

1 inhumane 2 elicit 3 principle 4 human
5 principal 6 immigrants 7 illicit 8 antisocial

Exercise 5

Student's own answers

Reading

Think Like a Freak pages 64-65

Exercise 1

2

Exercise 2

1 E 2 C 3 A 4 - 5 D 6 D 7 - 8 B

Exercise 3

1 d 2 a 3 g 4 f 5 b 6 e 7 h 8 c

Exercise 4

- 1 savvy
- 2 staggering/prodigious; prodigious/staggering
- 3 cowed
- 4 viable
- 5 counter-intuitive
- 6 offbeat; wacky

Exercise 5

Students' own answers

Writing

A problems and solutions essay page 66

Exercise 1

Cap all drug prices at low levels, thus making them affordable to all.

Introduce more compulsory licensing of new drugs.

Exercise 2

1 a, b 2 c 3 b 4 c 5 a

Exercise 3

1 3 2 1 3 5 4 2 5 4

Unit 8 Progress check

 page 67

Exercise 1

Please refer to Student's Book pages 94 and 95

Exercise 2

slum tenement, sewage system, congested thoroughfare

Exercise 3

- a squalid: dirty / seedy / wretched
b acute: severe / serious / intense
c scarce: limited / rare / scanty

Exercise 4

a not to; if b whether they

Exercise 5

Lack of light, especially in darker winter months, can result in depression or seasonal affective disorder (SAD).

Exercise 6

Please refer to Student's Book page 98

Exercise 7

a arms b storm

Exercise 8

a excuse b remark c accusation

Exercise 9

on the plantations in Louisiana, USA

Exercise 10

a desist: stop / cease c seize: take / grab
b commence: start / begin d endeavour: try / attempt

Exercise 11

'Access to education is vital,' said the researcher. This is particularly true in the developing world.

Exercise 12

Please refer to Student's Book page 102

Unit 9 Obsessions

Vocabulary

In the name of sport page 68

Exercise 1

- 1 any mountaineering aficionado; the preoccupation of many climbers
- 2 extreme fatigue; oxygen depletion
- 3 showed remarkable tenacity; many hurdles
- 4 terrible anguish; a moment of serenity

Exercise 2

1 lapse 2 grain 3 pinch 4 crumb
5 torrent 6 wall

Exercise 3

1 fix 2 fancy 3 habit 4 weakness 5 junkie

Exercise 4

1 devotees
2 fortitude
3 handicap
4 exhaustion
5 strip
6 torment
7 slave

Exercise 5

Students own answers

Grammar

Practice makes perfect page 69

Exercise 1

- 1 American prodigy Tiger Woods, who started playing golf at the age of two, won fourteen Grand Slam tournaments between 1997 and 2008.
- 2 Freddy Adu, who(m) many journalists once compared to Pele, was playing Major League soccer in the US at fourteen.
- 3 Romanian gymnast Nadia Comăneci, whose talent was first noticed when she was six, won three Olympic gold medals at the age of fourteen.
- 4 A lot of footballers don't make it because they get paid too much at a young age, which seems an awful waste of talent.
- 5 Venus and Serena Williams are two tennis players whose careers have inspired other African-American women.
- 6 Cricketer Sachin Tendulkar first played for India in 1989, when he was only sixteen years old.

Exercise 2

- 1 Rugby union was played throughout the 20th century, during which (time) it was an exclusively amateur game.
- 2 Five amateur golfers have won the US Open, the best-known of whom is Bobby Jones.
- 3 In 1988, they staged the first Olympics in / at which most of the athletes were professionals.
- 4 Once his professional status was known, Jim Thorpe returned the two Olympic gold medals with which he had walked away / which he had walked away with.
- 5 At the Wimbledon tennis championships, it wasn't until 1968 that prize money was handed out.

Exercise 3

- 1 who played for the LA Lakers
- 2 (who / that) the US basketball team had employed to work with the top players
- 3 (a time / at a time) when any sensible person would be asleep
- 4 which came as a big surprise
- 5 during which (time) he did a lot of conditioning work
- 6 whose eyes were bloodshot from sleeping badly
- 7 where the trainer had left him hours ago

Exercise 4

Students' own answers

Listening, speaking and vocabulary

Addicted to junk page 70

Exercise 1

1 to 2 with 3 with 4 to 5 on 6 on 7 with
8 to 9 on

Exercise 2

1 ailing 2 chronic 3 recovery 4 prognosis
5 terminal 6 endemic

Exercise 3 3-12

to do exercise to learn about good health
to make friends to build esteem

Audio script

Presenter I'm here to talk to Professor Trevor Swift, founder of the Goodness Weight Loss Camp in Scotland, and author of *Fat Society*, a critique of our current attitudes to weight issues. Welcome to the show, Professor Swift.

Professor Swift Hello.

Presenter Let's start with the book, shall we?

Professor Swift OK.

Presenter It draws some alarming conclusions about how most people behave towards overweight people, doesn't it?

Professor Swift Well, yes, yes, absolutely. My conclusions are worrying. Shocking, even. Our society doesn't like fat people and we discriminate against them. Youngsters, in particular, can be harsh on others who don't conform to their idea of the perfect shape. We blame the overweight for eating too much, and show little sympathy or regard for them. And such an attitude can't be helpful, can it? Not for young people who have issues with their self-image.

Presenter Well, I suppose not, no. And feeling good about yourself is more important than having the perfect figure.

Professor Swift Yes, isn't it? And that's the main point I make in the book. Nobody deserves to be bullied just because of their body shape, do they?

Presenter Well, no, no, they don't. So, did you come up with the concept for the Goodness Weight Loss Camp in response to your findings when you researched the book?

Professor Swift Well, no, not really. It was while I was visiting boot-camp style operations in the US that I developed the concept for my own camp.

Presenter They inspired you, did they?

Professor Swift Oh, quite the opposite. For the most part, they were doing it all wrong. Starving the kids, you know, and forcing them to feel bad about themselves, punishing them with exercises. They were a nightmare.

Presenter Were they? I'm surprised. I've heard good things about some of these boot camps. Kids have shed lots of weight on them.

Professor Swift And put it all back on again as soon as they've left. That's how my weight loss centre is different. In the past, we looked at the problem of obesity in young people too simplistically. We've seen it as an imbalance between what we eat and how we exercise, but there's much more to it than that.

Presenter Really? Is there?

Professor Swift Of course. We're not just machines. My philosophy combines exercise, a healthy diet, health education, and, most importantly, a social programme that has led to many friendships among the young people in our care.

Presenter You see that as vital, do you?

Professor Swift Absolutely. Over ninety per cent of the kids who come to us keep on losing weight after they leave, and that's

because their experience has been positive, and because they have friends who are in the same position as them, who are there to provide support. Basically, we deal with and help the whole person, and that's why our results are so good. The best in the world, in fact.

Presenter Really? Well, that's quite a claim.

Professor Swift Well, it's true. Actually, one of the biggest problems is that many overweight young people feel excluded. We build up their confidence as individuals, and that's as important as showing them what to eat.

Presenter OK. Well, thanks for speaking to me, and I look forward to reading your book in greater detail.

Professor Swift Do that. And come and visit us at the centre, too, won't you? I'd love to show you how unique and successful our camp really is.

Exercise 4 ③ 3-12

1 T 2 T 3 T 4 T 5 F 6 F 7 NG 8 F

Exercise 5

1 shall we 2 doesn't it 3 can it 4 isn't it 5 do they 6 didn't they 7 Were they 8 Is / Was there 9 don't you 10 will / won't you

Exercise 6

Students' own answers

Vocabulary and grammar

On the run page 71

Exercise 1

1 playing 2 par 3 hands 4 pace 5 neck 6 running 7 board 8 time

Exercise 2

1 are in the running
2 set the pace
3 across the board
4 a level playing field
5 neck and neck
6 won hands down

Exercise 3

1 Feeling 2 placed 3 Driven 4 to receive
5 Seeing / Having seen 6 leaning
7 to check 8 waving

Exercise 4

1 Cheering 2 dressed 3 to break 4 Pacing
5 wearing 6 maintaining 7 Broken 8 hoping

Exercise 5

Students' own answers

Reading

More than a game pages 72-73

Exercise 1

1 C 2 A 3 D 4 E 5 B

Exercise 2

1 c 2 d 3 d 4 a 5 c 6 c

Exercise 3

1 b 2 a 3 b 4 b 5 b 6 a 7 a 8 b

Exercise 4

1 fervent 2 fickle 3 belt out 4 flung 5 akin to
6 Constrained 7 buffer 8 rooting for

Exercise 5

Students' own answers

Writing

A report page 74

Exercise 1

- 1 One in three sports lessons at school takes place in the gym.
- 2 A significant majority of students say they enjoy doing PE at school.
- 3 Two in / out of five sports lessons don't involve any serious physical exertion.
- 4 Barely / About / Just under twenty per cent of teachers are prepared to stay behind after school to organize team sports.

Exercise 2

Only one in ten schools fail to ensure that more or less all their pupils have swimming lessons before leaving school.

Exercise 3

1 around 2 more 3 like 4 thereabouts
5 region 6 take

Unit 9 Progress check

 page 75

Exercise 1

The euphoria that many competitors feel once they have crossed the finishing line.

Exercise 2

a aficionado, devotee
b obstacle, hurdle
c tenacity, fortitude

Exercise 3

crumb

Exercise 4

The players who had lost the match put their heads in their hands: *Only the players who had lost the match* put their heads in their hands.

The players, who had lost the match, put their heads in their hands: The players lost the match and *all of them* put their heads in their hands.

Exercise 5

Real Madrid is just one of the teams for which Ronaldo has played.

Exercise 6

These rats needed more and more stimulation to register the same amount of enjoyment as the animals on more nutritious diets.

Exercise 7

a on b to

Exercise 8

1 shall we 2 did he

Exercise 9

He agrees because he will have a lighter workload during his last six months in the borstal.

Exercise 10

set the pace, win hands down

Exercise 11

1 breaking 2 Broken

Exercise 12

Please refer to Student's Book page 116

Exercise 13

Please refer to Student's Book pages 116 and 117

Unit 10 Science and technology

Vocabulary

Citizen science page 76

Exercise 1

1 red 2 green 3 golden 4 blue 5 red 6 purple

Exercise 2

1 pyramid 2 sphere; rings 3 cylinder 4 cube
5 arc 6 polygon

Exercise 3

1 lunar; solar 2 atmospheric; gravitational
3 cosmic; stellar 4 terrestrial 5 Galactic Planetary
6 celestial

Exercise 4

1 ellipse 2 golden opportunity 3 (inter)stellar
4 gravitational 5 spiral 6 (extra)terrestrial
7 planetary / solar

Exercise 5

Students' own answers

Grammar

Back to the future page 77

Exercise 1

(Possible answers)

- 1 Robots will probably / possibly do all our household chores one day.
- 2 Teleportation might be possible in our lifetime.
- 3 It seems (that) there are no significant advances to be made in mobile phone technology.
- 4 It is likely that / Scientists consider it likely that robots will perform surgery by themselves.
- 5 In the 1980s, it was understood / considered / claimed that video cassette recorders were here to stay.

Exercise 2

- 1 It is likely that the solution to overcrowding will be cities underground or under the sea.
- 2 It is conceivable that robots may be found in a typical home before long.
- 3 It doesn't make sense to spend billions on designing futuristic housing.
- 4 It is likely / probable that the car of the future will (be able to) drive itself.
- 5 It is thought that there is life on other planets.
- 6 It has been suggested that notes and coins will soon be a thing of the past.

Exercise 3

1 obvious that 2 much use 3 pointless for
4 not worth 5 high time 6 exactly what

Exercise 4

1 a 2 b 3 a 4 c 5 d 6 b 7 c 8 b

Exercise 5

Students' own answers

Listening, speaking and vocabulary

Between jobs page 78

Exercise 1

1 golden years 2 hard of hearing 3 visually impaired
4 getting on a bit 5 coming down with something
6 of advanced years 7 in reduced circumstances

Exercise 2

1 sector 2 zero-hours 3 application 4 entitlement
5 recruitment 6 leave 7 resources 8 ladder

Exercise 3 3.13

social care worker, nurse, political activist, doctor,
marketing specialist

Audio script

Presenter There's no denying that we have an ageing population. Indeed, some indicators suggest that twenty-five per cent of people in Europe are likely to be over sixty-five by 2030. It's a reality that poses challenges but also provides opportunities, not least for young people who might be graduating from university or college. It could be the case that professions that provide support for elderly people will be some of the most significant areas of growth in the years to come.

That's why I'm here today at the Careers in Caring Exhibition. I've been talking to a number of professionals, all of whom have clear views and good advice for anybody, including young school-leavers and university graduates, who might be interested in working with those among us who are of advanced years. Here's Tim Lewis, Programme Director of Ageing Studies at a leading British university. When I caught up with him earlier, I asked why young people should consider working with the elderly.

Tim I dare say there's a serious image problem when it comes to working with, or for, the elderly. I doubt that many university students see it as a career path but I'm absolutely positive that's going to change. There are so many ways that young people can make an impact on society by turning their attention to careers in this growing field. And I don't just mean health care or social care in old people's homes. As the consumer base gets older, we need to design and adapt products to suit the needs of elderly people. We need to advertise and sell products to them. And we also need to change policy to reflect their needs. There are all sorts of careers to be had in design and innovation, in marketing and in policymaking, all of which require an interest in the elderly. That's why courses in ageing studies and gerontology are becoming more popular.

Presenter Fascinating words from Tim, there. And by no means is he the only academic to urge young people to consider a career working with the elderly. Here's Dr Sarah Rocastle, a lecturer in geriatric medicine.

Sarah There's little chance that young people brought up on medical dramas set in casualty units are going to rush to college to learn about dementia. However, increasingly, most people in hospital are older adults, and the reality of contemporary health care is that the real job opportunities lie in this fascinating and rewarding field. The thing about geriatric health care is that, as a doctor or a nurse, you are expected to deal with a wide range

of medical problems, and are also expected to take a holistic approach to your patients' needs. It's far less specialised than many other areas of medicine, and very stimulating as a result.

Presenter The range of job opportunities seems considerable. Of course, social care is also an area of great opportunity. As Katy Fellowes, a social worker from Essex, explains, a degree in social care can lead to an extremely rewarding career.

Katy It's extremely doubtful that anybody would want to swap jobs with me! But that's only because our perception of caring for the elderly is so negative. People think it's about cleaning bed pans and spooning food into old people's mouths. But, actually, working with senior citizens is both challenging and satisfying. You get a lot of insight and perspective from working with old people – they have experienced so much.

Presenter Darren Lewis works for a well-known charity that specialises in age-related issues. He recently completed a PhD in social statistics and gerontology, and is passionate about his role fighting for the rights of the elderly.

Darren There's no denying that old people have been marginalised and discriminated against. Their voices have been lost. That's beginning to change, however. The elderly population is growing, and this means that they can influence elections with their votes, and influence the economy with their spending power. A career researching the issues faced by older people could see you directly impacting policy and, therefore, people's lives. I want to make the topic of older people in society more relevant to everybody. Ageing is something that most of us will have to face up to. By the time I'm in my golden years, I want to live in a society that is in tune with my needs.

Exercise 4 ③ 3-13

1 T 2 NG 3 T 4 F 5 F 6 T

Exercise 5

- 1 no chance
- 2 dare say
- 3 is unlikely
- 4 no means
- 5 the case
- 6 is doubtful
- 7 no denying
- 8 shouldn't / don't think
- 9 slight chance
- 10 positive that

Exercise 6

2, 3, 5, 6, 8, 9

Exercise 7

Students' own answers

Vocabulary and grammar

Nature strikes back page 79

Exercise 1

- 1 is light at the end of the tunnel
- 2 the beginning of the end of
- 3 the end was nigh for
- 4 were on the receiving end of
- 5 met an untimely end
- 6 is no end in sight
- 7 spell the end for

Exercise 2

- 1 Even though the townspeople were offered inoculations, they
- 2 a water-borne disease, just as cholera is.
- 3 Patients were treated like animals.
- 4 as many cases of the disease as there once were.
- 5 Although they had been vaccinated, they were soon to go down

Exercise 3

- 1 like 2 Even 3 if / though 4 as 5 as
- 6 Although / Though 7 even 8 just

Exercise 4

Students' own answers

Reading

The HeLa cells pages 80–81

Exercise 1

A 2 B 1 C 5 D 4

Exercise 2

1 e 2 b 3 a 4 g 5 d 6 c

Exercise 3

- | | |
|---------------------|-----------------------------------|
| 1 aroused curiosity | 5 devoted time to |
| 2 exhibit gratitude | 6 foster progress |
| 3 boosted research | 7 scrutinizing data |
| 4 face hardships | 8 induce (the cells) to replicate |

Exercise 4

1 d 2 c 3 h 4 f 5 b 6 g 7 a 8 e

Exercise 5

1 foster 2 devote 3 exhibiting 4 induced
5 were boosted 6 scrutinize

Exercise 6

Students' own answers

Writing

A discursive essay page 82

Exercise 1

- 5 – vaccines, antibiotics
- 2 – printing press, computer technology

Exercise 2

- 1 seems / looks 2 seems 3 seemed / sounded
- 4 have felt 5 looks / seems

Exercise 3

- 1 Scientists based in California have developed incredibly sophisticated robots.
- 2 Having modified a vaccine for rubella, the inventor was acclaimed by the press. / The inventor who had modified a vaccine for rubella was acclaimed by the press.
- 3 Researchers seeking a cure for the disease investigated a new batch of antibodies.
- 4 While [subject + was / were] trying to record heartbeats, the pacemaker was invented.
- 5 The laboratory in the university building has several specimens of molluscs.
- 6 Cancer cells were observed mutating by specialists.

Unit 10 Progress check page 83

Exercise 1

Galaxy Zoo was created to recruit volunteers to examine galaxies whose patterns are unrecognizable to computers.

Exercise 2

- a a straight line that touches the outside of a curve but does not cross it
- b a figure with four sides in the shape of a diamond that has two opposite angles more than 90° and the other two less than 90°
- c a solid or hollow figure with round ends and long straight sides

Exercise 3

Please refer to Student's Book page 120

Exercise 4

Please refer to Student's Book page 122

Exercise 5

Please refer to Student's Book page 122

Exercise 6

Please refer to Student's Book page 124

Exercise 7

Please refer to Student's Book pages 124 and 125

Exercise 8

Please refer to Student's Book page 125

Exercise 9

The Black Death originated in Asia.

Exercise 10

- a He faced death, and knew the end was nigh.
- b The invention of the personal computer marked the beginning of the end for typewriters.

Exercise 11

- a as b like

Exercise 12

- a The head of the science department told the students in the chemistry lab about microbes.
- b Wendy witnessed an unusual procession while she was driving in the country.

Exercise 13

Please refer to Student's Book page 128

Literature insight 1 pages 84–85

Before you read

- 1 *The Woman in White* caused great excitement and readers were captivated by the characters. Interest in the story caused a branded merchandise sales boom and people named their children and pets after the characters. For publishers, this book was a forerunner to the detective novel and brought about the start of sensation fiction.
- 2 Walter is struck by the resemblance between Laura Fairlie and the woman in white.

Exercise 1

She had been staying with Mrs Clements, an old friend.

Exercise 2

(Possible answers)

- 1 She is afraid. She doesn't remember him at first.

- 2 Anne Catherick doesn't have Laura's delicate beauty and her face looks tired.
- 3 Anne knew Mrs Clements when she was a child growing up in Hampshire. Mrs Clements was their neighbour.
- 4 Anne doesn't get on well with her mother.
- 5 Walter wants to know who shut her away in an asylum, why she had written a letter to Miss Fairlie and what wrong Sir Percival did to her.
- 6 Walter tries to shock Anne so that she will give him more information.

Exercise 3

Students' own answers

Exercise 4

He is not marrying her for love. He does not withdraw from the planned marriage when Laura tells him she is in love with another man.

Exercise 5 3•14

(Possible answer)

She is loyal to him but also subservient and seems afraid of him.

Audio script

Laura was certainly right about Madame Fosco. Never have I seen such a change in a woman. As Eleanor Fairlie (aged thirty-seven), she wore bright clothes, was silly and foolish, and always talked nonsense. As Madame Fosco (aged forty-three), she wears only grey or black, and sits for hours in silence, doing needlework, rolling up cigarettes for the Count, or just looking at him with the eyes of a loyal dog.

And the man who has achieved this extraordinary change, the man who has tamed this wild Englishwoman? Yes, what can I say about the Count? He looks like a man who could tame anything. If he had married me, I would have made his cigarettes, as his wife does. I would have held my tongue when he looked at me, as she holds hers.

How can I explain the power, the attraction, the force that comes from this man? There are many unlikeable or unattractive things about him. For example, he is enormously fat; he seems to have false hair; he is at least sixty years old. He is lazy, jumps at the slightest sudden sound, and has a peculiar fondness for pet animals. He has brought with him a variety of birds and a whole family of white mice, which he often kisses and calls loving names, just as a child might do.

And yet, and yet ... He is fat, but moves lightly and easily, like a dancer. There is a calmness and a strength about his smooth, unlined face, and his voice is persuasive, gentle, hard to resist. His knowledge of the English language is perfect and he is a well-known expert in chemical science. He speaks in baby language to his white mice, but he talks with intelligence and charm about books in every language, and brings to his conversation experience of life in half the capitals of Europe. But it is his eyes that I shall always remember – his cold, clear, beautiful grey eyes, eyes which held such a frightening power that I shiver even now to think of it.

I could discover very little about his past from Sir Percival. I only learnt that he had not been to Italy for years; I wondered if this was for political reasons. It seemed he had saved Sir Percival from great danger in Rome once and they had been the closest of friends ever since. It was quite clear that Sir Percival was always anxious to please him and would never go against his wishes. I wonder whether I am afraid of him too. I certainly never saw a man I would be more sorry to have as an enemy.

Exercise 6 3•14

- 1 F – Madame Fosco is not talkative.
- 2 T
- 3 F – Count Fosco is lazy and easily startled.
- 4 F – Count Fosco has a peculiar fondness for pet animals.
- 5 F – The Count's knowledge of the English language is perfect.
- 6 T

Exercise 7

Students' own answers

Exercise 8

Students' own answers

Literature insight 2 pages 86–87**Before you read**

- 1 *Vanity Fair* is a stinging satire on society in early 19th-century Britain. It was popular because readers loved the character of Becky Sharp.
- 2 Becky Sharp's aim in life is to climb the social ladder. She seems to be trying to marry for social position and wealth. We can see this because her first attempt to marry Amelia's brother goes wrong and she quickly moves on to her rich employer's son.

Exercise 1

Old Mr Sedley invested badly and lost all his money when the money markets crashed.

Exercise 2

- 1 T
- 2 T
- 3 F – Money was short in the Crawley home
- 4 F – Rawdon is adept (or at least better than George) at cards without cheating.
- 5 T
- 6 T

Exercise 3

Students' own answers

Exercise 4

George's father tells him to break all ties with Amelia and end their engagement.

Exercise 5 3•15

George thinks he's ruined because he listened to his friend Dobbin and has been disinherited.

Audio script

'This is all your fault!' shouted George. He threw the letter at Dobbin. 'We could have waited, but no – you had to get me married, and ruined! What the devil am I to do with two thousand pounds? That won't last me two years. I've already lost a hundred and forty to Crawley at cards and billiards this week.' 'Well, yes, it's hard,' Dobbin said, 'and, as you say, it's partly my fault, but there are some men who wouldn't mind changing with you. You have more money than most of them. You must live on your pay until your father changes his mind.' 'How can a man like me live on a soldier's pay?' George shouted angrily. 'You're a fool, Dobbin. I must have my comforts, keep up my position in the world. Do you expect my wife to follow the regiment on foot, carrying her own luggage?' 'Well, well,' said Dobbin calmly. 'This storm will pass, George. Get your name mentioned in the Army Gazette and I'm sure your old father will welcome you back with open arms.'

'Mentioned in the Gazette!' said George. 'Among the list of dead, you mean? That's really helpful!'

'Don't talk like that,' said Dobbin. 'Everything will be fine.'

It was impossible to argue with Dobbin for long as he was too good-natured. He had tried his best for his friend, but the father was a man of violent temper, and having decided to cut his son off, there was nothing Dobbin, or George's two sisters, or anyone else could say to persuade him otherwise.

Before dinner that evening there were two little conversations between the husbands and wives in the hotel.

George gave Amelia the lawyer's letter. 'It's not myself I care about, Emmy,' he said, 'it's you.'

Amelia read the letter and her face cleared. The idea of being poor with the man she loved held no fears for her.

'Oh, George,' she said, 'I'm sure he will forgive you soon, but it's so sad for you to be separated from your father like this.'

'It is,' said George, looking deeply miserable. 'But you, my dear girl – my wife has the right to expect certain comforts, not the poor life of an ordinary army wife.'

'But, George,' said Amelia happily. 'I can sew, and mend your trousers for you, and do all kinds of things. And two thousand pounds is a great deal of money, isn't it, George?'

George had to laugh at this, and they went down to dinner.

In another room, Becky and Rawdon also talked about money. 'We'll all be leaving soon,' Becky said. 'Rawdon dear, you'd better get that money Osborne owes you before he goes.'

'Good idea,' said Rawdon. 'Wonder what Mrs O. will do when Osborne goes out to Brussels with the regiment?'

'Cry her eyes out, I expect,' said Becky.

'You won't cry about me, I suppose,' Rawdon said, half angry.

'You idiot!' said his wife. 'I'm coming with you, of course.'

At dinner that evening they were all very bright and cheerful.

George was excited by the thought of war, and Dobbin told amusing stories, but when Brussels was mentioned, a look of terror came over Amelia's sweet, smiling face.

Exercise 6 3•15

(Possible answers)

- 1 marriage
- 2 his soldier's pay
- 3 will welcome him back
- 4 trying to persuade
- 5 wasn't afraid
- 6 wasn't troubled by

Exercise 7

Students' own answers

Exercise 8

Students' own answers

Literature insight 3 pages 88–89**Before you read**

- 1 Hardy took the idea of cruel gods, the forces of nature and hostile fate from Greek tragedy.
- 2 John Durbeyfield can't claim any inheritance because the d'Urberville family he is descended from died out long ago.

Exercise 1

Mrs Durbeyfield wants to ask one of the young men who was dancing with Tess the day before to deliver the bees to market.

Exercise 2

- 1 C
 - 2 F
 - 3 G
 - 4 E
 - 5 A
 - 6 B
- not used D

Exercise 3

Students' own answers

Exercise 4

The Durbeyfields' lives have become more difficult because they have lost their horse and, as a result, their income.

Exercise 5 3•16

Mrs d'Urberville has written to Tess.

Audio script

When Tess arrived home the following afternoon a letter had already been received by her mother. It appeared to come from Mrs d'Urberville, and offered Tess work looking after chickens. Joan Durbeyfield was delighted.

'It's just a way of getting you there without raising your hopes. She's going to recognize you as family, I'm sure of it.'

'I would rather stay here with father and you,' said Tess, looking out of the window.

'But why?'

'I'd rather not tell you, mother. I don't really know.'

A few days later when Tess came back from looking for work, the children came running out and danced round her.

'The gentleman's been here!' they shouted.

Joan was full of smiles. Mrs d'Urberville's son had called, and asked if Tess could come or not.

'He's a very handsome man!' said Mrs Durbeyfield.

'I don't think so,' said Tess coldly. 'I'll think it over.' She left the room.

'He's in love with her, you can see that,' said Mrs Durbeyfield to her husband. 'No doubt he'll marry her and she'll be a fine lady.'

John Durbeyfield had more pride in his new-found blood than energy or health. 'That's what young Mr d'Urberville is trying to do! Improve his blood by marrying into the old line!'

Persuaded by her mother and the children, Tess finally agreed to go. Mrs Durbeyfield secretly made wedding plans. Then the day came when Tess, wearing her best Sunday clothes on her mother's orders, said goodbye to her family.

'Goodbye, my girl,' said Sir John, waking from a short sleep. 'Tell young d'Urberville I'll sell him the title, yes, sell it, at a reasonable price.'

'Not for less than a thousand pounds!' cried Lady Durbeyfield.

'No, tell him he can have it for a hundred! No, fifty, no – twenty! Yes, twenty pounds, that's the lowest. Family honour is family honour and I won't take any less!'

Tess felt like crying but turned quickly and went out. Her mother went with her to the edge of the village. There she stopped and stood waving goodbye, and watched her daughter walking away into the distance. A wagon came to take her bags, and then a fashionable little carriage appeared. It was driven by a well-dressed young man smoking a cigar. After a moment's hesitation, Tess stepped in.

Joan Durbeyfield, watching, wondered for the first time if she had been right in encouraging Tess to go. That night she said to her husband, 'Perhaps I should have found out how the gentleman really feels about her.'

'Yes, perhaps you ought,' murmured John, half asleep. Joan's natural trust in the future came back to her.

'Well, if he doesn't marry her before, he'll marry her after. If she plays her cards right.'

'If he knows about her d'Urberville blood, you mean?'

'No, stupid, if she shows him her pretty face.'

Meanwhile Alec d'Urberville was whipping his horse and driving the carriage faster and faster downhill. The trees rushed past at great speed. Tess was feeling thoroughly frightened. He took no notice when she asked him to slow down. She cried out and held on to his arm in fear.

Exercise 6 3•16

1 c 2 a 3 c 4 a 5 b 6 b

Exercise 7

Students' own answers

Exercise 8

Students' own answers

Literature insight 4 pages 90–91

Before you read

1 He liked art, and believed in 'art for art's sake'.

2 He doesn't have enough money and so he cannot marry the woman he loves.

Exercise 1

The 'finishing touches' are the final brush strokes before the painting is completed.

Exercise 2

1 c 2 a 3 c 4 b 5 a 6 c

Exercise 3

Students' own answers.

Exercise 4

Trevor sees the model in his tattered clothes as a thing of great beauty because he wants to paint the world as he sees it.

Exercise 5 3•17

Trevor doesn't think that Hughie will see his money again,

Audio script

'Baron Hausberg!' cried Hughie. 'Good heavens! I gave him a sovereign!' and he sank into an armchair, the picture of dismay. 'Gave him a sovereign!' shouted Trevor, and he burst into a roar of laughter. 'My dear boy, you'll never see it again. *Son affaire c'est l'argent des autres!*'

'I think you might have told me, Alan,' said Hughie sulkily, 'and not have let me make such a fool of myself.'

'Well, to begin with, Hughie,' said Trevor, 'it never entered my mind that you went about distributing alms in that reckless way. I can understand your kissing a pretty model, but your giving a sovereign to an ugly one – by Jove, no! Besides, the fact is that I really was not at home today to any one; and when you came in I didn't know whether Hausberg would like his name mentioned. You know he wasn't in full dress.'

'What a duffer he must think me!' said Hughie.

'Not at all. He was in the highest spirits after you left; kept chuckling to himself and rubbing his old wrinkled hands together. I couldn't make out why he was so interested to know all about you; but I see it all now. He'll invest your sovereign for you, Hughie, pay you the interest every six months, and have a capital story to tell after dinner.'

'I am an unlucky devil,' growled Hughie. 'The best thing I can do is to go to bed; and, my dear Alan, you mustn't tell anyone. I shouldn't dare show my face in the Row.'

'Nonsense! It reflects the highest credit on your philanthropic spirit, Hughie. And don't run away. Have another cigarette, and you can talk about Laura as much as you like.'

However, Hughie wouldn't stop, but walked home, feeling very unhappy, and leaving Alan Trevor in fits of laughter.

The next morning, as he was at breakfast, the servant brought him up a card on which was written, '*Monsieur Gustave Naudin, de la part de M. le Baron Hausberg.*' 'I suppose he has come for an

apology,' said Hughie to himself; and he told the servant to show the visitor up.

An old gentleman with gold spectacles and grey hair came into the room, and said, in a slight French accent, 'Have I the honour of addressing Monsieur Erskine?'

Hughie bowed.

'I have come from Baron Hausberg,' he continued. 'The Baron—' 'I beg, sir, that you will offer him my sincerest apologies,' stammered Hughie.

'The Baron,' said the old gentleman, with a smile, 'has commissioned me to bring you this letter;' and he extended a sealed envelope.

On the outside was written, 'A wedding present to Hugh Erskine and Laura Merton, from an old beggar,' and inside was a cheque for £10,000.

When they were married Alan Trevor was the best-man, and the Baron made a speech at the wedding-breakfast.

'Millionaire models,' remarked Alan, 'are rare enough; but, by Jove, model millionaires are rarer still!'

Exercise 6 3·17

- 1 Trevor was not sure that the model would like his name mentioned.
- 2 He tells Hughie that the model is Baron Hausberg, one of the richest men in Europe. Hughie is dismayed because he gave the model a sovereign.
- 3 Hughie thinks that Gustave Naudin is visiting him because he wants Hughie to apologize. In reality, Gustave Naudin visits Hughie to deliver a wedding gift from Baron Hausberg.
- 4 Alan takes the role of best man, and Baron Hausberg gives a speech at the wedding breakfast / reception.

Exercise 7

Students' own answers

Exercise 8

Students' own answers

Literature insight 5 pages 92–93

Before you read

- 1 D.H. Lawrence explored the effects of the Industrial Revolution on people and their identity in his short stories.
- 2 The whispers make Paul anxious about the lack of money in the family and eager to become lucky.

Exercise 1

Paul's sisters are afraid to speak to him when he is riding his rocking horse.

Exercise 2

1 f 2 h 3 d 4 c 5 e 6 a 7 g 8 b

Exercise 3

Students' own answers

Exercise 4

When Paul rides his rocking horse very fast he can predict which horse is going to win the next important horse race.

Exercise 5 3·18

The voices in the house sound like a chorus of frogs on a spring evening.

Audio script

So Uncle Oscar signed the agreement, and Paul's mother touched the whole five thousand. Then something very curious happened. The voices in the house suddenly went mad, like a chorus of frogs on a spring evening. There were certain new furnishings, and Paul had a tutor. He was really going to Eton, his father's school, in the following autumn. There were flowers in the winter, and a blossoming of the luxury Paul's mother had been used to. And yet the voices in the house, behind the sprays of mimosa and almond blossom, and from under the piles of iridescent cushions, simply trilled and screamed in a sort of ecstasy: 'There *must* be more money! Oh-h-h; there *must* be more money. Oh, now, now-w! Now-w-w – there *must* be more money! – more than ever! More than ever!'

It frightened Paul terribly. He studied away at his Latin and Greek with his tutor. But his intense hours were spent with Bassett. The Grand National had gone by; he had not 'known', and had lost a hundred pounds. Summer was at hand. He was in agony for the Lincoln. But even for the Lincoln he didn't 'know', and he lost fifty pounds. He became wild-eyed and strange, as if something were going to explode in him.

'Let it alone, son! Don't you bother about it!' urged Uncle Oscar. But it was as if the boy couldn't really hear what his uncle was saying.

'I've got to know for the Derby! I've got to know for the Derby!' the child reiterated, his big blue eyes blazing with a sort of madness.

His mother noticed how overwrought he was. 'You'd better go to the seaside. Wouldn't you like to go now to the seaside, instead of waiting? I think you'd better,' she said, looking down at him anxiously, her heart curiously heavy because of him.

But the child lifted his uncanny blue eyes.

'I couldn't possibly go before the Derby, mother!' he said. 'I couldn't possibly!'

'Why not?' she said, her voice becoming heavy when she was opposed. 'Why not? You can still go from the seaside to see the Derby with your Uncle Oscar, if that's what you wish. No need for you to wait here. Besides, I think you care too much about these races. It's a bad sign. My family has been a gambling family, and you won't know till you grow up how much damage it has done. But it has done damage. I shall have to send Bassett away, and ask Uncle Oscar not to talk racing to you, unless you promise to be reasonable about it: go away to the seaside and forget it. You're all nerves!'

'I'll do what you like, mother, so long as you don't send me away till after the Derby,' the boy said.

'Send you away from where? Just from this house?'

'Yes,' he said, gazing at her.

'Why, you curious child, what makes you care about this house so much, suddenly? I never knew you loved it.'

Exercise 6 3·18

1 A 2 B 3 A 4 C 5 B 6 C

Exercise 7

Students' own answers

Exercise 8

Students' own answers

Exam insight answer keys: [See website](#)

Grammar reference and practice 1.1 Workbook page 109

- 1 1 to have found 2 've been cooking
3 Having visited 4 to have seen
5 will have been practising 6 to have finished
- 2 1 had accumulated / had been accumulating 2 had been painting 3 had never shown
4 have / 've been clearing 5 have / 've found 6 will have spent 7 to have inherited
8 Having discovered

Grammar reference and practice 1.2 Workbook page 110

- 1 1 d will probably change
2 a is going to provide / will provide
3 e are holding / are going to hold
4 f will have been waiting
5 c starts / is starting
6 b will have made
- 2 1 you will finish / you will have finished
2 I'll have done
3 are we having / will we be having
4 I'll be relaxing
5 I'll have been studying
6 I'll come

Grammar reference and practice 2.1 Workbook page 111

- 1 1 It would become clear quite soon that the suspects were guilty.
2 They were to admit later that they had been lying the whole time.
3 The suspects were going to assassinate the President in Chicago.
4 They were catching the last train to Chicago.
5 The train was about to depart when they got on board.
6 They realized too late that the train was due to go to Boston.
- 2 1 found out 2 had been haunting 3 had imprisoned / imprisoned 4 had died 5 was living 6 had received / received 7 was using / had been using 8 wanted

Grammar reference and practice 2.2 Workbook page 112

- 1 2, 3, 5, 8
a We would play in the fields all day.
b Would you check this report for me?
c She would become a famous actress.
d He said he would meet you at six.

Grammar reference and practice 2.3 Workbook page 112

- 1 1 will be; won't arrive
2 will reply; won't ignore
3 will always cancel / are always cancelling; will always borrow / are always borrowing
4 is always insisting; is always ordering
(other frequency adverbs like *forever, constantly* or *continually* can be used)
- 2 1 used to be 2 played 3 didn't use to stay
4 were 5 would play 6 were always losing
7 spend

Grammar reference and practice 3.1 Workbook page 113

- 1 1 are given / provided 2 was awarded 3 be caused
4 had been evicted 5 have been provided 6 were praised 7 will be asked 8 are carried out
- 2 1 The building had been occupied by homeless people seeking a place to stay.
2 Government agencies are buying disused housing.
3 The prime minister was handed a petition by anti-homelessness campaigners. / A petition was handed to the prime minister by anti-homelessness campaigners.
4 The installation of solar panels can reduce electricity costs.
5 A sharp increase in homelessness was being caused by greedy landlords.
6 The government is / are giving construction companies tax refunds. / The government is / are giving tax refunds to construction companies.
7 New problems in the high street haven't been created by the extra traffic.
8 Flooding is more likely when construction companies build houses near rivers.

Grammar reference and practice 3.2 Workbook page 114

- 1 1 had solar panels fitted 2 clean our windows 3 got knocked down 4 cutting the grass
5 have some branches cut off 6 sweeping up 7 got burgled 8 get their house painted

Grammar reference and practice 3.3 Workbook page 114

- 1 1 The economy is anticipated to recover rapidly next year.
2 It is believed that the consumption of refined sugar is a major cause of weight gain. / It is believed that a major cause of weight gain is the consumption of refined sugar.
3 The number of obese children is feared to rise over the next decade.
4 Fitting solar panels is estimated to save homeowners around £1,000 per year.
5 It has been proven that lack of exercise contributes to heart disease.
6 It is thought that global warming is to blame for the increase in extreme weather.
- 2 1 is said to contribute to the level of obesity
2 is assumed that the world economy will always experience crises
3 was claimed that the protests were illegal
4 was feared that many people would lose their homes
5 are reported to have banned the demonstration
6 is believed to be one way to stimulate the economy

Grammar reference and practice 4.1 Workbook page 115

- 1 1 learning 2 socializing; studying 3 to use
4 doing 5 to take part

Grammar reference and practice 4.2 Workbook page 115

- 1 1 c 2 f 3 a 4 b 5 d 6 e

Grammar reference and practice 4.3 Workbook page 116

- 1 You can check those answers and I'll check these answers.
- 2 The groups need to give a presentation, but they can decide when to give it.
- 3 Some students study by writing notes and others study by reading aloud.
- 4 We don't have to look at the research notes, but we could look at them.
- 5 My brother stays up late, but I prefer not to stay up late.
- 6 We'll judge the projects and decide on the best project.

Grammar reference and practice 4.4 Workbook page 116

- 1 -; -; the
- 2 a; - / the; The; the
- 3 -; the
- 4 an; the; The; the
- 5 an; a; the
- 6 -; a; the / a

Grammar reference and practice 5.1 Workbook page 117

- 1 Exciting as it sounds, I'm nervous about travelling around the world.
 - 2 The trouble is that I'm frightened of spiders, so I can't go to Australia.
 - 3 In the UK, fortunately there aren't any poisonous spiders.
 - 4 The fact is that there's nowhere as safe as home.
 - 5 That is the reason why I've never gone on holiday outside of England.
 - 6 Strange though it may be, I prefer to watch TV programmes about travelling.
- 1 she started her journey was to raise money for charity
 - 2 she set off on her bike ride was wet and windy
 - 3 first was (that) she got a puncture in her tyre
 - 4 was the weather that was the worst problem (that) she encountered
 - 5 was the support of her friends that helped her to complete the journey
 - 6 (that) she could think about was getting home to see her family
 - 7 (that) she wanted when she got home was a hot bath / (that) she wanted was a hot bath when she got home
 - 8 she will do next is ride a bike across the USA
- 1 I really did visit thirty countries on my round-the-world trip! / I did really visit thirty countries on my round-the-world trip!
 - 2 What he did first was (to) plan the route for his sponsored walk.
 - 3 It was the bad weather that prevented them from seeing the view.
 - 4 She did climb five mountains, but failed to climb the sixth. / She climbed five mountains, but did fail to climb the sixth.
 - 5 What he likes most when he's travelling is meeting interesting people. / What he likes most is meeting interesting people when he's travelling.
 - 6 The fact is that international travel is making the world a smaller place.

Grammar reference and practice 5.2 Workbook page 118

- 1 was the impact
 - 2 had the world map
 - 3 had such an important influence
 - 4 lies the compass
 - 5 had the island's inhabitants
 - 6 I feel truly alone
 - 7 stands a pile of stones
 - 8 have I seen
- 1 had humans reached the moon before we were planning to go to Mars
 - 2 should we send humans to Mars until it's safe to do so
 - 3 did we consider the environmental impact of international travel
 - 4 were the rights of indigenous people taken into account
 - 5 do / have I become familiar with one exotic location than I start looking for another
 - 6 was my mother's enthusiasm for travel that we went on three holidays a year

Grammar reference and practice 6.1 Workbook page 119

- 1 films that appeal to both children and adults, they do better at the box office
- 2 have a dark imagination, he / she wouldn't be considering an unhappy ending
- 3 have joined in the discussion if I had seen the film
- 4 usually be warned by the cinema if a film contains violent images
- 5 done an art degree, he wouldn't be making animated films. / If my friend hadn't done an art degree, he wouldn't have been making animated films since
- 6 be encouraged to become film directors if they see / saw films with female heroines

Grammar reference and practice 6.2 Workbook page 119

- 1 Had I realized
- 2 As long as
- 3 Should you start
- 4 unless
- 5 But for
- 6 no matter how

Grammar reference and practice 6.3 Workbook page 120

- 1 1 a 2 a 3 b 4 b 5 b 6 a
- 2 1 as 2 even though 3 that 4 while 5 so that 6 before

Grammar reference and practice 7.1 Workbook page 121

- 1 1 could be
- 2 should have insured
- 3 will be waiting / will wait
- 4 can't be
- 5 might have been destroyed
- 6 should know
- 7 can't have been working / can't have been
- 8 may be

Grammar reference and practice 7.2 Workbook page 121

- 1 couldn't
- 2 can
- 3 should have
- 4 have to
- 5 don't need to
- 6 didn't have to
- 7 weren't allowed to
- 8 must

Grammar reference and practice 8.1 Workbook page 123

- 1 He said that growing vegetables there was an experiment. / He said that growing vegetables was an experiment there.
 - 2 The newspapers reported that the Prime Minister might make an announcement the following day.
 - 3 She asked why world governments were being so slow in dealing with the crisis.
 - 4 She says that they are waiting for the government to pass a new law on recycling.
 - 5 The interviewer asked if he had ever recycled his household waste.
 - 6 Experts have said that the environment is in danger and we should work hard to save it.
- 2 1 European governments have agreed to do more to combat climate change.
 - 2 The conservation group criticized MPs for not consulting / not having consulted local people.
 - 3 We request (that) everyone work together to create a greener city. / We request (that) everyone should work together to create a greener city.
 - 4 The company confessed to breaking the rules on waste disposal.
 - 5 She will remind everyone to clear up their rubbish after the meeting.
 - 6 The charity admits not acting fast enough after the earthquake.
- 3 1 The company denies allowing industrial waste to leak into the river.
 - 2 She wanted to know whether / if her friend had decided what to do yet.
 - 3 She has advised me to put my rubbish into the correct bin or I might get fined.
 - 4 He suggested (that) I (should) organize a group of people to clean up the city centre. / He suggested organizing a group of people to clean up the city centre.
 - 5 She blamed him for delaying the meeting for everybody (by being late).
 - 6 I enquired (of the professor) what I should do if I didn't know the answer.

Grammar reference and practice 8.2 Workbook page 124

- 1 1 His remark was that if we didn't like our neighbours, we should move.
- 2 Their declaration that they would succeed was astonishing.
- 3 The leaflet's advice is that we / you (should) switch off the lights in our / your house every night.
- 4 His insistence that he (should / had to / must) speak to his MP was ignored.
- 5 Her comment that my garden is less tidy than hers is quite rude.
- 6 His response that he was innocent was forceful.

Grammar reference and practice 9.1 Workbook page 125

- 1 Strength, which is an important attribute for an athlete, can determine success or failure. / Strength, which can determine success or failure, is an important attribute for an athlete.

- 2 Every year I watch a cycle race which / that goes through my home town. / Every year I watch a cycle race, which goes through my home town.
- 3 He loved the fast, lightweight bike (which / that) he had bought for the race.
- 4 Her father, who sadly didn't live to see her success, had trained her. / Her father, who had trained her, sadly didn't live to see her success.
- 5 The training plan, which is strict and exhausting, was devised by her coach. / The training plan, which was devised by her coach, is strict and exhausting.
- 6 He trains in the area where he has been living for the past few months. / He has been living in the area where he trains for the last few months. / He has been living for the last few months in the area where he trains.
- 7 The winner was an athlete whose mother had also competed in the Olympics.

Grammar reference and practice 9.2 Workbook page 125

- 1 1 The team (that / which) most people had bet on to win lost badly. / The team on which most people had bet to win lost badly.
- 2 The captain, who the President has just handed the trophy to, looks very pleased. / The captain, to whom the President has just handed the trophy, looks very pleased.
- 3 The match, before which there had been a thunderstorm, was played in sunshine.
- 4 The tennis racket (that / which) he will play the match with has a lighter design. / The tennis racket with which he will play the match has a lighter design.
- 5 The mountain (that / which) she began to climb up this morning is covered in snow.
- 6 The first runner over the line was the one (that / who) we had given our water to. / The first runner over the line was the one to whom we had given our water.

Grammar reference and practice 9.3 Workbook page 126

- 1 1 Many schools putting on sporting events are concerned about health and safety.
- 2 Concerned about potential accidents, the organizers took extra precautions. / Being concerned about potential accidents, the organizers took extra precautions.
- 3 Safety notices, designed by students, were put up around the sports field.
- 4 The Olympic champion goes round schools to encourage children to take up sports.
- 5 Coming around the corner, he saw the finishing line in front of him.
- 6 Having managed the first hill easily, she found the second one more challenging.
- 7 Having been told not to give up, he was determined to keep on running.
- 8 They arranged training sessions to prepare the children for the competition.

Grammar reference and practice 10.1 Workbook page 127

- 1 1 Online purchases might conceivably be delivered by drones in the future. / Online purchases conceivably might be delivered by drones in the future.
- 2 Architects appear to be employing smart technology in their latest designs.

- 3 A conceivable problem with driverless cars will be deciding how to insure them.
- 4 Immigration is alleged to be one of the most pressing concerns of our time. / It is alleged that immigration is one of the most pressing concerns of our time.
- 5 Designers could enlarge television screens to an ever greater size.
- 6 Nuclear power is unlikely to solve the energy crisis we are facing. / Nuclear power may be unlikely to solve the energy crisis we are facing.

Grammar reference and practice 10.2 Workbook page 127

1 1 f 2 d 3 a 4 b 5 e 6 c

- 2 1 It is going to be challenging to create new antibiotics to combat drug-resistant bacteria.
- 2 It was not surprising that many experimental projects failed in the early stages.
- 3 It is incomprehensible why we haven't been able to solve the problem of water shortages.
- 4 It's worth putting more resources into scientific research to create new drugs.
- 5 It was wonderful for us to see the students interested in their lessons.
- 6 It's time we encouraged parents to do more about their children's health

Grammar reference and practice 10.3 Workbook page 128

- 1 1 as 2 as hard 3 even though / although
4 as though 5 Although / Even though 6 just
- 2 1 Although some diseases have been eradicated, laboratories still keep samples of them. / Some diseases have been eradicated, although laboratories still keep samples of them.
- 2 The safety precautions are as effective as a high security bank.
- 3 Animals are used in experiments as if they are / were precious commodities.
- 4 Even though it seems dangerous to keep deadly diseases, they may be useful for research. / It seems dangerous to keep deadly diseases, even though they may be useful for research.
- 5 Mice are reared in laboratories just as they have been reared for decades.
- 6 Though I don't agree with using animals for scientific research, I can understand why it's necessary. / I don't agree with using animals for scientific research, though I can understand why it's necessary.